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Curriculum building in a good modern elementary school is concerned equally with the content and process through which boys and girls will be guided toward maturity. In designing a curriculum, the teacher is concerned not only with the immediate needs of a particular situation, but also with the ultimate goals of education which are to build the character and personality of individuals so that they can achieve their own maximum development and contribute to the enrichment of their society. The teacher should constantly strive to: identify personal and group interests and needs, study the environment with regard to further enrichment of opportunity, examine the processes through which the child is achieving his ends, and study the direction in which the child is moving.

One of the most difficult jobs confronting any teacher is the selection of specific curriculum experiences. Several resource guides are presented to aid the teacher in this task. First, a chart of developmental characteristics of children from four to ten years of age helps in understanding the growth process in physical, social, mental, and emotional areas. The needs of exceptional children including physically and emotionally handicapped, mentally retarded, and academically gifted are discussed. Another teacher guide is an outline of expected outcomes at the primary and kindergarten levels of children's experiences in the following subject areas: art, music, health and safety, social studies, language arts, science, and arithmetic. Charts presenting an overview of the curriculum for kindergarten-primary and intermediate levels and suggestions for program evaluation methods are other guides included.

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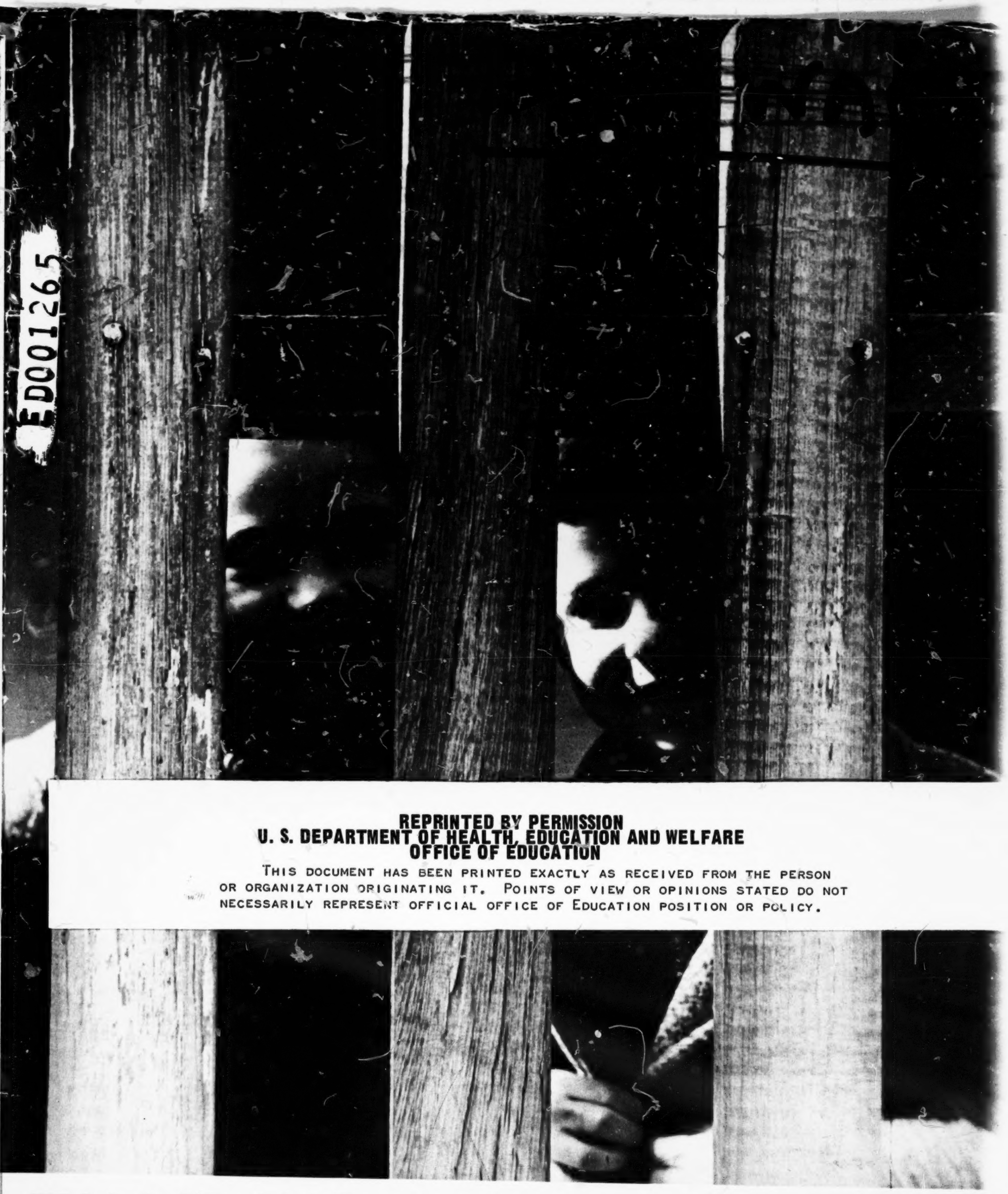

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THAT WE MAY GROW IN THE ELEMENTARY SCHOOL

A Foundation Guide

THAT WE MAY GROW IN THE ELEMENTARY SCHOOLS

A FOUNDATION GUIDE

CURRICULUM LABORATORY

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Prepared by

The Division of Elementary Education

Muriel Crosby, Director

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

1954

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FOREWORD

The period during which a few "experts" in curriculum revision worked behind closed doors with paste-pot and scissors has long since drawn to a close. Storage shelves are burdened with the results of their labors. Courses of study once regarded as the final word have been filed away for good. May their repose remain undisturbed.

Over the past three years our staff has been busy developing new teaching materials. Our problem has been largely one of providing the time and opportunity for participation by all who wished to have a part in the formulation of these guides. We recognized from the first that those who must use the new materials should share in their preparation and in trying out with their pupils the ideas presented for consideration and adoption. The release of a large number of staff members to serve on committees and to devote many hours in producing, editing and checking the content and procedures advocated has required careful planning as well as considerable financial outlay.

How well this problem has been solved is indicated by the fact that 95 per cent of the teaching staff of the elementary schools have shared in the development program. Many teachers have contributed much in ideas and critical evaluation.

These guides are offered as the point reached at the present time in the thinking of the group. Undoubtedly they will be changed as further study and classroom use suggest the need for revision.

It is our hope that teachers and parents will find them useful as well as informative.

--------- Ward I. Miller

OUR PLAN AND PURPOSE

In the fall of 1951 the Elementary Division began a program of curriculum guides development as part of a city-wide program. During the school year 1951-52, the entire staff, participating as individual building faculties, considered the problems we faced, our goals and objectives, and prevailing practices in curriculum building. A general committee of representative teachers and all principals and supervisors participated in developing a tentative guide which expressed current practices, programs and objectives in each of the elementary schools. This tentative guide became the basis for study and trial during the school year 1952-53.

At the end of the trial year, each elementary faculty provided the general committee with a complete evaluative report of the tentative guide with suggestions for completion of the guides program in 1953-54.

On the basis of the evaluative reports, a plan of action for production of materials during 1953-54 evolved. An over-all foundation guide was planned to be accompanied by a series of supplementary bulletins specific enough to give help to staff members who needed and wanted such help.

This FOUNDATION GUIDE is what its title indicates. It is to be used as a guide to staff members who are interested in developing group programs and individual school programs which are most effective in meeting the needs of children.

--------- Muriel Crosby

TABLE OF CONTENTS

Chapter Page

I DESIGN FOR CURRICULUM 3

The Foundations of Elementary Education . . 3

The World Through the Eyes of the Young Child 4

Seeking New Meanings: How? What? Where? . 6

Learning Through Experience 5

Early Experiences in Group Living: The Home The Home, The Neighborhood, The School . 7

Of Every Color, Race and Creed . . . 8

Ever-Widening Horizons 8

Guides in the Selection of Experiences in Curriculum Building 9

The Role of the Teacher 10

II THESE ARE OUR CHILDREN 13

Developmental Characteristics of Children in the Elementary School, With Chart . . . 13

We Grow in Many Ways

Education for All Children 13

Characteristics of a Good Program for Exceptional Children 14

The Physically Handicapped 15

The Emotionally Handicapped 17

The Mentally Retarded Child 18

The Gifted Child 18

Accepting and Supporting the Exceptional Child 18

TABLE OF CONTENTS, continued

Chapter | | Page
III COMMON LEARNINGS IN THE ELEMENTARY SCHOOL . . . 21

Expected Outcomes 21

Art 23

Music 27

Health, Physical Education, and Safety . . 30

Social Studies. 34

Language Arts 36

Science 47

Arithmetic 50

IV SELECTING EXPERIENCES IN CURRICULUM BUILDING. . . 55

A Frame of Reference, With Charts of 55

An Overview of the Curriculum of the Kindergarten-Primary Level

An Overview of the Curriculum of the Intermediate Level

Criteria for Selecting Experiences 55

Programs in Action 57

Fives and Sixes Need Time 57

Sixes, Sevens, and Eights Learn About Their Community 60

Eights and Nines Go Exploring 62

Tens and Elevens Broaden Their Insights . . 68

Elevens and Twelves Are Responsible Citizens . 72

TABLE OF CONTENTS, continued

Chapter Page

Suggested Activities 75

We Learn About Ourselves 76

We Learn How Groups Function 80

We Develop the Skills and Tools We Need . 87

V EVALUATING GROWTH IN THE ELEMENTARY SCHOOL . . 105

The Meaning of Evaluation 105

Evaluation Through Conferences 106

Establishing Goals. 106

Preparing for Evaluation 106

Evaluation With a Child 107

Conference With Parents 108

Three-Way Conferences With Parent, Child and Teacher 110

Some Illustrations of Conference Records . 110

Narrative Reports 116

Some Illustrations of Narrative Reports . 117

Supplementary Reports 122

A Group Progress Report to the Junior High School 123

A Teacher Evaluates Her Group 126

Evaluation of the Total School Program . . 133

The Testing Program 135

Promotional Policy of the Wilmington Elementary Schools 137

SUPPLEMENTARY BULLETINS 1

CHAPTER I

DESIGN FOR CURRICULUM

Curriculum building in a good modern elementary school is concerned equally with the "what" and the "how" - that is the content and the process - through which boys and girls will be guided through successive stages of maturity. The teacher who builds a curriculum with her children is concerned not alone with the immediate needs of a particular situation but with the ultimate goals of education through which she identifies with her colleagues in other situations in the total school curriculum. These goals are of necessity rooted in the needs of children and the needs of society. It is the teacher's job to see that the developmental needs of children and the needs of the community which supports the schools are harmonized and fostered through curriculum experiences which are designed to achieve the community's goals for its schools. The goals of elementary education are in a broad sense the goals of all education and are identified in the following statement of the foundations of elementary education.

The Foundations of Elementary Education

The development of moral and spiritual values is rooted in childhood. The values by which men live are deeply rooted in childhood. Children learn values by living them in every conceivable aspect of daily life in and out of school.

> All men seek for something which gives contentment to life. They need to be helped to learn that contentment and satisfaction in life come from elements deep within that are related to the infinite; that the world should be better because each has lived and made his contribution; that to give of one's self is more satisfying than to get; and that certain fundamental qualities are essential in men, among which are justice, cooperation, kindness, love, generosity, loyalty, and a feeling for the spiritual worth of the individual.[1]

---

[1] That We May Grow. Report of the Educational Program Committee, the Planning Self-Survey. Wilmington, Del.: Wilmington Public Schools 1949, p. 14

The most important subject of the elementary school is the child. Each human being must learn to live with himself. The degree of success with which one is able to live with others is based upon one's ability to live with oneself. The child in the elementary school is helped to understand himself and his part in group life, to find out why he acts as he does, to deal with negative and positive feelings in constructive ways, and to accept his handicaps and his strengths in ways which will foster his own integration as an individual.

The child must learn to live in his world. The elementary school must deal with the problem of helping the child learn to live well in his world. This goal will be fostered if he learns to:

Recognize and understand the laws of his natural and physical world
Become aware of and respect the laws of his social world
Share in the responsibility of improving his environment
Use time, energy, and other resources wisely
Identify and appreciate the strengths in differences whether of ability, race, creed, or color and live with them in harmony

The child must learn to the best of his ability basic skills and tools which will establish him as a contributing member of society. One of the primary obligations of the elementary school is that of helping each child learn to use to the best of his ability:

- The tools of communication
  - Language (listening, speaking, reading, writing)
  - Arithmetic
  - Music
  - Art

- The scientific method
  - Physical science
  - Natural sciences
  - The tools of the social sciences
  - The skills and habits conducive to safe and healthful living

It is in these foundations of elementary education that our goals are rooted and our achievements evaluated.

The World Through the Eyes of the Young Child

The young child accepts his physical environment as he accepts the familiar aspects of his world. He accepts his physical and man controlled environment as part and parcel of normal living. These are the pre-school experiences, rich in sensory satisfactions and opportunity for exploration.

Seeking New Meanings: How? What? Where?

As the child approaches school age, we note a searching for deeper meanings and insight. There is an increasing curiosity demanding to know "How? What? Where?" As he plays with his shadow in the bright sunshine of the playground, he asks, "Why is my shadow sometimes tall and sometimes small, sometimes running ahead of me, sometimes trailing along behind?" "Why do our paints dry up when we leave the lids off the jars?" "What makes rain?" "What is thunder?" "Why did my father's windshield get all steamed up this morning when it wasn't raining at all?" "Why is there a rainbow?"

Such questions as these are unmistakable signs that the child is groping for fuller understanding of what, heretofore, he has taken for granted. The teacher, sensitive to such need, seizes the opportunity to lead him toward deeper insight, and to broaden his conception of physical laws of nature. The experiences provided, the extensiveness of the study, will be determined by the growth development of the child or children concerned, the intensity of interest in this area, and the resources available.

With young children, there is danger of forcing learnings beyond the point of need at his stage of development. If the experience has satisfied his present need, he will come back to it as he seeks further insight.

As the child strives to understand his world, to satisfy his curiosity about it, he brings to it all his former experiences. These will vary with each learner. How then may we, in a school environment, find a common basis for meeting individual and group needs?

Learning Through Experience

First we must understand how growth needs and learnings are related. Young children learn through action, rather than through too much verbalization on the part of adults. They learn through experiences which develop because of sincere interest and need. They are at a stage of development when curiosity, wonder, and faith are at the highest peak. Opportunities to express their thoughts and feelings, to clarify experiences, to communicate with others are of utmost importance. There are many forms in which a single experience may be enjoyed and interpreted. A snowfall may be experienced through the physical exhilaration of plowing through its depths, whizzing down hill on a sled, or through the creation of word pictures, thus translating into poetry one's impressions of the first snowfall.

Those who work with young children know their great urge to explore materials, to experiment with many media. And so we provide opportunities for experimentation with many materials and tools - clay, paint, wood, hammer and saw, wire, cloth of different textures, blocks, metal, cooking ingredients, and others. As the child molds his lump of clay, he recalls his early experience with the mud in his backyard. This experience and others which will follow help him learn that man has found ways to use the earth for his needs.

The expression of a child's desire "to wire-up footlights on our marionette stage" may lead to experimentation with electricity. This in turn may lead to discussion and further investigation into man's use of this and other energies to serve his needs. The child who has taken for granted the radio, television, electric lights, the water fixtures in his home, and countless familiar tools and machines, will gain far reaching understandings of his man made environment only as he has opportunities to experiment and investigate.

Within a total experience, there will be multiple learnings, nor are these learnings necessarily confined to one area of living. A trip across the new Delaware Memorial Bridge with a group of children opened up many avenues of investigation. Such questions as "How do they build bridges so they stay up? How can men work under the water?" reached into man's use of tools and machines to control his environment. "Why did we need this bridge?" led to investigation of transportation needs and problems in and around Wilmington. "What is on the other side of the bridge?" revealed a search for knowledge of what lies beyond the familiar environment.

Because the day happened to be one on which hurricane warnings had been broadcast, questions arose: "How do they know here in Wilmington when a hurricane in Florida is coming this way?" "How do they send out storm warnings to ships?" Man's interdependence, his adaptations to his physical environment, and his control of it - all these were elements of this total experience. A trip to the weather station furnished new insights.

Boats moving up and down the river; some laden with cargo, others carrying passengers, stimulated further questions. "What is the freighter carrying?" "Where are those people on the passenger line going?"

A trip to the Marine Terminal increased the understanding of man's interdependence with peoples and places for obtaining building materials, food products, fuel, and other needed resources.

One can see the rich potentialities in such experiences and the implications for further investigation and deeper understanding of one's world. With older children, such experiences can push wide the gates of the immediate environment and extend the boundaries to include an ever-widening world.

Recording such experiences may take many forms: The Story of Our Trip recorded in book form, the painting of a mural, construction of a floor or table model of places visited, a program shared with others, dramatization, opportunity for identification and learning through the muscles. These serve as excellent means of clarification of one's own experience, and provide opportunity for groups to plan and work together for some common end.

Early Experiences in Group Living: The Home, The Neighborhood, The School

Planning and working with others is essential to good living. Learning to live with other people is a "must" of our civilization. For the young child, his home, his neighborhood, and his school are his most vital community groups. It is within these areas he finds his early contact with group living. Homes from which our children come vary widely in the type of group living which they include. In some homes, the child has had little opportunity to share in making decisions, or in helping to determine his role as a responsible member of a family group. In others, each member of the family - father, mother, and child share cooperatively the joys and responsibilities of family living. The school has a great opportunity and a responsibility to help develop concepts of good group living. There must be a sufficiently permissive atmosphere so that children may communicate ideas. There must also be sufficient teacher leadership so that children feel secure and cared for, with the limits of behavioral freedoms clearly defined. Young children can help plan the program and the daily time schedule. Committees can assume responsibility for the physical appearance of the classroom, and for the care and arrangement of materials which they use. Groups may offer their services in the library, the cafeteria, on the playground, or in helping with the needs of younger children in the school. Children with special gifts and competencies may share these with others: paintings which beautify classroom and other parts of the building, flower arrangements, window curtains, screens, and other art objects. Such activities will help children understand that people vary in their competencies, but that each member of any group should accept the responsibility for the efficient and further development of his own ability. And he may come to realize that the sharing of one's unique competence can enhance the quality of group living. As the children plan and work together, they will learn that every member of a social group has a responsibility to share in the work of that group, and that through the constructive efforts of each member, the total group can benefit.

Before the child has reached school age, he has come in contact with community workers such as the policeman, mail carrier, milkman, and storekeeper. As the boundaries of his world extend to include an ever-widening environment, he can be helped to recognize an ever increasing interdependence of man. With young children, a discussion of the many and varied types of work their parents engage in, and trips to places where the parent works increase such understandings. Visits to the school by the parents to tell about their work, the showing of motion pictures, or help in carrying out some class project are excellent means of helping children recognize people, as well as materials, as valuable resources. Then the children need the opportunity for re-enactment through play, teacher provision of material, time, space, and clarifying suggestions.

The child who has gained insight into the social world which has meaning for him experiences little difficulty as he grows older in enlarging his conception of such a world. Because much of his experience has been gained first-hand, he can more readily draw on such vicarious resources as books, maps, motion pictures, radio and television to increase his understanding and to gain new insights.

Of Every Color, Race and Creed

Modern invention has transcended the limitations of time and space. Those living in remote communities have become our next door neighbors. Never has the need to understand people of every color, race, and creed been of such significance. We in the public schools are particularly fortunate in that children from diversified economic and social backgrounds, and different creeds are brought together. Young minds and emotions are relatively free from scars of prejudice and intolerance.

A group of children, some Christian and others of the Hebrew faith, shared experiences and ways of celebrating the two great festivals and holy days which fall at the same season of the year - Christmas and Chanukkah, the Feast of Lights. Their interest and understanding was heightened by the discovery of significant similarities: the place of worship and prayer, the coming together of family and friends in communal celebration and feasting, the enjoyment of special music, and the significance of gift giving.

Ever-Widening Horizons

In a world in which fear, confusion, modified patterns of living, and conflicting values threaten the security of our children, the school has a unique service to render, that of helping children understand themselves and others in relation to forces operating in their world. The need for clarification of experience is great. Exploring the experiences of others, projecting one's self into the lives of people living under different conditions, examining values held by others not so unlike ourselves give perspective and insight. The child who comes to us from the coal mine regions of Pennsylvania or the farms of South Carolina brings with him experiences and ways of living that differ in some respects from those familiar to us. The teacher has an excellent opportunity to help children see how man's way of life has been conditioned by his natural environment and how in turn man has learned to exercise some controls over his natural environment. She also creates opportunities for fostering in the child pride in his family and cultural heritage for it is in the child's heritage that his values are rooted.

The parent or grandparent whose childhoo was spent "in the old country" may prove a potential source of rich understanding of another culture. A group of sixth grade children whose parents or grandparents stemmed from a wide variety of European cultures shared experiences and customs of these former homelands. Place geography assumed new meanings. Here was an excellent opportunity to help children understand how a way of life is conditioned by one's natural environment. Folklore, music, and dance of many cultures were shared. Respect and appreciation of the rich heritage of many nations was aroused.

The wealth of excellent child literature available today can render inestimable service in this area. Ways of life are presented, different in setting, but charged with the familiar problems of childhood: Children trying to manage their own worlds, struggling to understand and resolve the complex inconsistencies of adults, seeking friendships and striving to find ways to procure those things which are of importance to them.

Guides in the Selection of Experiences in Curriculum Building

Teachers know in general the areas of living in which boys and girls must experience in order to satisfy their needs and interests. Research in child development and in curriculum building and the study of individual school communities have provided the essential information which defines the framework of curriculum for an age group or for an individual school program.

From the vast storehouse of experiences, however, what shall be selected to best meet the needs of a particular group of children? We might ask ourselves such questions as these:

1. Which of the suggestions or proposals emerging from various sources - children, parents, teachers, or others - would seem to best serve the needs of the greatest number concerned? What personal and group needs and interests will be met or neglected through this choice? At what sacrifice of other values will this activity be pursued?

2. Are the activities involved significant in the daily living of this particular group? Are they compatible with their growth development?

3. What understandings of himself and of his physical or man made world will the child gain?

4. What insights into the social needs of others will this experience contribute? Into the realization and analysis of one's own needs?

5. To what degree will this activity help children to interpret or act upon school and community concerns which are significant to them?

6. What resources and facilities are available for developing the selected program or activity?

7. To what degree will the selection of the experience contribute to the goal sought?

Such a frame of reference should serve as an adequate guide for the selection of experiences for a given group of children. Needless to say, some values will be more dominant in the selection of certain experiences, and all values will not necessarily be inherent in every experience.

The Role of the Teacher

There was a time, not so long ago, when teachers were loath to admit that they were responsible for the initiation or direction of any on-going activity of the group. This feeling represented the great misconception of the "child-centered school". Teachers, today, generally accept the fact that as mature, competent leaders they play a very definite role in shaping the curriculum they build with their children. They know that they, too, are members of the group and must carry their own weight in group experiences. They know that children are peculiarly dependent upon adults for the kind of environment in which they live and that the teacher plays a major role in creating a school environment that fosters and conditions growth.

As children and teacher plan and work together, the teacher is constantly striving to (1) identify personal and group interests and needs, (2) study the environment with an eye to further enrichment of opportunity, (3) help the children satisfy personal and group needs, (4) examine the processes through which the child is achieving his ends (Is he merely memorizing facts and accepting authoritative decisions? Or is he exploring, experimenting, observing cause and effect, seeking deeper meanings, appreciating and identifying, planning, communicating, evaluating, and working with others when appropriate?), and (5) study the direction in which he is moving - the attitudes, concepts, and values he is building.

This, then, is curriculum designing; the results can never be fully determined in advance and will vary with each learner. But underlying the whole structure and process of curriculum building, however, are those foundations of elementary education which assure each child opportunities to develop values in living, self insight, understanding of the world in which he lives, and competence in dealing satisfactorily with problems in living.

CHAPTER II

THESE ARE OUR CHILDREN

Developmental Characteristics of Children in the Elementary School

Authorities in the field of child development have found that many children in each age group have similar physical, mental, emotional, and social characteristics. They have found that while all children differ, one from the other, their differences are of degree rather than of kind, and that children of any specific maturity level are essentially more alike than they are different. Their findings are reported in the following chart, We Grow in Many Ways, which may be of use as a guide in helping teachers plan an effective curriculum with their children.

In considering the developmental characteristics of boys and girls it should be remembered that any child may change radically in any or all aspects of growth during a year, and that variations in mental, social, and emotional development are as normal and at least as great as those in physical development.

Underlying all of the implied curriculum needs which parallel the developmental characteristics of children is the recognition of the basic need of all human beings - that of security. Since young children of elementary school age are dependent upon the adults of their world to create for them an environment which provides this security, the role of the teacher in fostering the best growth and development of each child is of extreme significance.

Education for All Children

The aims and objectives of education are the same for all children, but in every classroom there are children who are physically, mentally, emotionally or socially unusual to the extent that they require special services from their schools, teachers, and parents if they are to develop to their greatest potentialities. These special services may include a modification of the curriculum, special methods of instruction, special equipment, or an adjusted school schedule. In some cases the special service can best be provided through the medium of a special class; but in many cases they may be provided for individual pupils in the regular grades.

Educational authorities conservatively estimate that from ten to twelve per cent of the school's population are children who are considered exceptional children in our schools are those who deviate from the so-called "normal" or "average" in physical, social, emotional, or mental characteristics. The mentally exceptional children include those retarded in mental development and those with very superior mental development.

The objectives of education for these children are: (1) to establish the right of exceptional children to be in a school situation; (2) to give these children educational experiences which have purpose, and yet make full use of their physical and mental potential ability; (3) to develop exceptional children so that they become capable and desirous of contributing to society.

Characteristics of a Good Program for Exceptional Children

A good program must include a realistic individual diagnosis and an optimistic prognosis as to the ability of the child to function well and benefit from the group life of the class room. Provision must be made for treatment. Medical or psychiatric therapy, speech correction and parent guidance need to be provided where indicated. The curriculum must be realistic and functional so that not only are children helped to acquire skills through the school program but also to develop a sense of personal adequacy which will contribute to their happiness and social adjustment. They need activities and experiences which are so directed as to give them a feeling of self-respect and a feeling of belonging and of being accepted by the group and the teacher, and of contributing in so far as they are able to the happiness of others. They must learn also to live with themselves. They need the personal satisfactions of success in learning, acceptance of their own style and pace. These children also need experiences in becoming acceptable members of the group. They must learn to work with others, to get along with people and to have consideration for the rights and desires of others.

Exceptional children have basic concepts, goals and ideals in common with all children. Their developmental patterns are the same as those for all children, and therefore recognition must be given to their likeness to normal children as well as to their special needs.

For the education of the exceptional child various procedures are used, according to the child's needs. Even when capable and understanding teachers apply the modern concepts of child development to meet the needs of all pupils, there are children who need the aid of persons who know their respective problems and who can either help them directly or help the classroom teacher and parents to help them. In some instances special consideration is given to the child in the

WE GROW IN MANY WAYS

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE FOURS	Need opportunity for plenty of activity Need equipment for exercise of large muscles Need occasional help but can usually eat, dress, and wash themselves Need frequent rest periods Want to handle blocks, clay, etc. Have developed preference for right or left hand Show fatigue by becoming restless	Want praise from adults Want to be helpful in work such as errands and easy jobs Are able to play with small groups	Like imitative play Prefer large toys Imitate behavior observed in adults and other children Often have the same dislikes and likes as their mothers	Are energetic, restless Are proud of their own work Are verbally critical of others, may tattle, may be interested in using "bad" words Communicate through laughter as well as speech May be boastful
THE FIVES	Need many physical activities using large muscles Need frequent short rest periods Are beginning to learn to control small muscles but are not capable of control needed for reading, sewing and other fine work	Still need adult approval Like to work and play with small groups Want opportunities for dramatic play Want to be helpful	Like to observe others Are home or self-centered in interests Are interested in immediate environment Have only vague concept of remote time or places Like to build with blocks, play with trucks, dolls, etc. Like stories of animals that behave like people	Are serious, businesslike May resume some earlier tension-showing habits such as thumb-sucking Want to be self dependent in matters of clothing, etc. Are cooperative and need adult support emotionally Are friendly, like to talk, but may call names Are curious and eager to learn
THE SIXES	Still need physical activities using large muscles Need rest periods Are eager, highly active, easily fatigued Are getting first permanent teeth - the sixth year molars Seem to be unusally susceptible to communicable and respiratory diseases Are in a period of great physical changes	Want to do things for themselves Want to express themselves through dramatization and imitation Want to work or play with small groups, but are not interested in highly organized games Want variety in work and play Ignore sex, race, and social status in choosing friends Want approval from teacher	Are beginning to assume responsibility for belongings Want consistent and orderly routine Enjoy dramatic play Enjoy stories and poems about animals, children, airplanes,etc. Begin to reach reading readiness at about six and a half years	Are highly emotional May be kind, helpful, friendly May be easily hurt by correction or disapproval May react by showing temper, crying, or hitting May be quarrelsome and begin to question authority May call names, argue, swear

WE GROW IN MANY WAYS, continued

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE SEVENS	Are growing at a relatively slow rate as compared to earlier period Still need many short periods Continue to be vigorous in behavior Need periods of rest Are losing their teeth Have better eye-hand coordinations and better use of small muscles Are easily tired Tend to have periods of calmness and self-absorption	Tend to be highly competitive Still seek approval of teacher in preference to peers Begin to join games on playground independently Choose games with boys and girls separated	Enjoy talking Have established speech habits Enjoy stories and poems about animals, children, magic, and fairy tales	Begin to apply abstract principles of fairness Have wide interests Are eager to please, but may set too high goals for themselves May be moody May retreat from too much direction by not hearing May worry about how others treat them Are able to play with a group and enjoy it
THE EIGHTS	May show much change in body proportions. May gain 3 to 5 pounds or grow 2 to 3 inches Show much interest in developing skills including those using hand-eye coordinations Like active games	Are at an age when the boys and girls prefer to work or play separately Choose their own friends and join in group activities Imitate friends Are not as dependent on teacher but are still sensitive to criticism	Are beginning to understand time and distance Like to build and manipulate Are eager to be considered grown-up; for example, disvow Santa Claus Are able to count by 1, 2, 5, 10, and able to tell time Begin to read faster silently than orally Can learn by rote but still learn best through activity Like jokes and riddles Add an interest in people of long ago and far away to reading interests	Are often gay, cheerful, curious about others Enjoy jokes, especially practical jokes Dramatize, often stretching facts Are critical of people, and may be demanding of adults Are noisy, especially when angry or tired Begin to want prestige in group and may seek it through boasting

WE GROW IN MANY WAYS, continued

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE NINES	Have approximately normal adult vision Enjoy activities requiring coordination of small muscles Want to acquire skill in games and sports	Show strong desire for group activity and group projects Have awakened sensitivity to social approval of group Begin to show sex modesty but still continue to play in groups with boys and girls separated Begin to pay more attention to choice of friends Accept responsibility for work and belongings Like camping	Make strong response to loyalty and patriotic appeals Can make change and tell time Are interested in other peoples and places Are perfecting skills in tool subjects Want to read for facts and are interested in adventure such as stories of the Wild West	Begin to recognize too much supervision as threat to freedom May have extreme emotional shifts Assume responsibility for jobs, want everything to be right Like competition Are able to respond well to compliments Are growing more independent and more cooperative
THE TENS	Show increased skill in use of tools Are interested in different kinds of play Have good muscular coordination	Begin to grow away from acceptance of adult direction and assert independence as individuals Like games in which boys play against the girls Are interested in hobbies, gangs, and clubs, especially with secrets Are clothes and hair conscious (girls only)	Are able to use much arithmetic in projects involving measuring, weighing, etc. Are interested in how things are made Are interested in books that are realistic. Like action, adventure, and facts (electricity, cooking, etc.)	Begin to form strong friendships with peers. (The child who has lacked emotional security has much difficulty with friendships.) Use language to express rights and feelings of others, being "fair", etc. Demand less time and attention, begin to prefer respect for increased maturity Are very responsive to praise

WE GROW IN MANY WAYS, continued

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE ELEVENS	Are in a transition period between childhood and preadolescence Grow rapidly in weight and height (especially girls) Tend to be awkward if changing rapidly in weight or height Work hard at acquiring physical skills Tend to like rough games (especially boys) Tend to develop interest in other sex (especially girls)	Respect good sportsmanship Want prestige in own age group Enjoy having guests and visiting Have keen sense of competition Can work with a team Want to dress like their friends	Are interested in other people's ideas Want clubs with rules Cooperate well Develop capacity for thought and reasoning on problems of their own Enjoy books about adventure, mystery, etc.	Strive for independence Identify with peer group rather than authority Are eager to get along well in peer group May begin to show signs of beginning adolescence. (Girls mature earlier than boys.) May be demonstrative, eager to please Want pets. May develop a "crush" on horses, dogs, etc.
THE TWELVES	Grow rapidly with boys beginning to catch up with girls Are often awkward and self-conscious due to rapid growth Often have difficulty with control of muscles resulting in poor penmanship, etc. Like highly organized competitive games, but boys usually surpass girls in ability to run, etc. Show increased restlessness and need for activity Show growing interest in opposite sex	Enjoy community affairs Are interested in group activities Rate prestige within group more important than adult opinion Tend to change from "gang" interest to "best-friend" interest Have strong group loyalty Are interested in establishing independence from adult control	Are interested in earning money Are eager for new experiences Are curious about environment, especially odd things Take increased interest in hobbies, especially collecting anything Take pride in accomplishments Enjoy writing and receiving letters and writing for school papers, etc. Compare favorably with adults in ability to learn by rote Want to read adult books, try adult games, etc. Are interested in books of adventure and fantasies about great strength, mechanical objects, etc.	May begin a period of rebellion, especially if adult demands contradict peer values Want to establish independence May be moody, showing lack of self-confidence May be unstable in friendships Organize own games and cooperate well

Note: References consulted in charting developmental characteristics of elementary children appear below:

Association for Supervision and Curriculum Development, Fostering Mental Health in Our Schools. Washington, D. C.: A.S.C.D., 1950
Gesell, Arnold and Frances L., The Child from Five to Ten. New York: Harper Brothers, 1946, 475 pp.
Putnam, Rex, Guide for Elementary Education in Oregon, Primary Division. Salem, Oregon: State Department of Public Instruction, 1949
Reed, Dr. Carroll R., Child Growth and Development, Characteristics and Needs, Chart. Curriculum Committee for Health, Physical Education, and Safety in the Elementary School. Washington, D.C.: Public Schools of District of Columbia, Sept. 1946, 1 p.
Washington Public Schools, Child Growth and Development Characteristics and Needs. Washington, D. C.

regular classroom; in other cases, the child may require special help or opportunities to develop special talents for certain periods during the week outside the classroom, while in others the child may need education in a special class for most of the day. The degree of special services must be chosen according to the best interests of the child.

Wherever possible, all known measures should be used to prevent handicaps. In the special programs the specialists and classroom teachers must constantly be aware of ways and means of preventing further complications, and doing everything possible to bring about a satisfying compensation and adjustment.

Interpreting the exceptional child to his classmates to gain their understanding and acceptance is necessary. The exceptional child needs opportunities to share responsibilities and to participate to the extent of his ability in class activities as well as in games and to gain the feeling of adequacy and personal worth so essential to emotional maturity. The child who has confidence in his acceptance by those whose respect he values, who has formed significant friendships, and who has a sense of belonging will not be handicapped by fears and inferiorities which will find outlet in undesirable compensatory behavior.

Every child needs a balance of affection and achivement. Frequently the exceptional child is faced with rejection or overprotection. Either one tends to increase the child's dependence, his fear of new experiences, his insecurity and his exaggerated quest for affectional response.

Parent-teacher contacts are imperative for a real understanding of the exceptional child.

The Physically Handicapped

A physically handicapped child may have a handicap that is evident or not evident. Physically handicapped children may be orthopedically handicapped, auditorially handicapped, visually handicapped, speech handicapped, or they may have glandular or nervous disorders or brain injuries. The educational program for each of these children needs special attention. The teacher must suit the educational program to the child's achievement and ability level and provisions must be made to carry out recommendations of the physician and other specialists working with the child.

Whenever possible, orthopedically handicapped children should attend the regular grades. When recommended by the physician, a part-time program may be planned for children of lowered vitality, cardiac cases, or other handicaps, and rest periods arranged for within the school day. Home and hospital instruction is provided for all children whom the attending physician certifies to be physically unable to attend school and who have the mental ability to profit by such instruction. While these children are out of school, arrangements should be made for their peers to contact them by letter, phone, or visit to keep them in contact with the many classroom activities.

Children with impaired hearing need speech reading instruction, auditory training, speech education and training in establishing the communicative process. Children with slight impairment may not need special service in school, but probably should have medical treatment and periodic checking. They need favorable seating in the classroom. Children with a loss of approximately 25 decibels in the speech range in the better ear and whose deficiency cannot be corrected by medical treatment should remain in the regular classroom for all instruction, except speech reading. Twice a week at regularly scheduled periods, they should attend special speech reading classes with the itinerant speech reading specialist. If a hearing aid is indicated, they need training in its use and care, and interpretation of amplified sound, as well as speech reading instruction. Some can profit by periods of training with the desk type amplification instrument. Certain classroom adjustments may be necessary. The child should have the privilege of sitting near the source of sound and the the teacher and other children.

Those children who are deaf or who have little usable hearing should spend the greater part of the day in a class for the deaf where they learn to read lips, have the advantage of a group hearing aid, learn to use their own aid if one is indicated, and receive training in oral communication. They should participate in the regular school program wherever their capabilities permit and should participate fully in all school and extra-curricular activities such as sports, assembly programs and club activities.

Children with speech handicaps, articulatory defects or stuttering attend the regular classroom for all activities, but as do the children with hearing difficulties, they attend two special classes per week. There the speech correctionist helps the children, whose speech is hard to understand, to put their physical mechanism for speech to its best use. For those who stutter, an attempt is made to determine the cause of the speech anxiety or fear and indicated therapy is carried out. Preventive measures, so far as stuttering is concerned, lie largely in a generally democratic, friendly and rewarding school atmosphere, created by well-adjusted teachers who have a wholesome respect for the personal worth and dignity of each child.

The social handicap and consequent tendency to develop personality maladjustment is important in all speech handicapped children. The speech reading teacher and speech correctionists confer with the regular classroom teachers and parents frequently, to report progress and to make suggestions to be carried out in the school and in the home.

Children whose vision ranges between 20/70 and 20/200 in the better eye after correction with glasses has been made, require the use of special material and equipment in the regular classroom. Movable furniture is necessary so that the child can select the most desirable location in respect to lighting. Reading materials are provided by the Child Development Department in 72 point type on unglazed paper. Thick soft pencils and large size sheets of paper are provided by the schools. Whenever possible, the child is encouraged to participate in activities which do not require close use of the eyes. Typewriters are used whenever possible. Opthalmological supervision should include examination of eyes, treatment of disease, prescription of lens and recommendation as to when the child should wear glasses and limits on use of his eyes. It is important that the child conserve the vision which he has.

The Emotionally Handicapped

If the characteristic behavior of a child is to not get along with his peers, to be hostile, overinhibited, shows too much or too little initiative, he is not socially adjusted. A certain amount of these behavior patterns can probably be expected in most children at some time or other, but if they persist and the behavior is interfering with growth or the growth and welfare of others, the child needs special help. The difficulties frequently are the result of frustrating experiences due to educational programs in school or to conditions in the home or community. Regular classroom teachers should study cumulative records, plan work at the child's achievement and ability level, and provide experiences in which the child can successfully work and play with others. The psychologists and parents should cooperatively plan a program to help the child to make adequate social adjustment.

The emphasis in the program for these children is on prevention rather than correction. Another emphasis is to recognize symptoms and provide treatment that is outside of the teacher's training and skill. All children like and need recognition. An effort should be made to try to insure that there is much favorable recognition instead of the kind that might be gained by making failing grades, disregarding school rules, unwarranted "sick spells", or other negative means.

The Mentally Retarded Child

Children with retarded mental development, usually those who have I.Q.'s of 50 to 75 as measured by individual psychological tests, need a special program planned for them. A curriculum planned for them must be in keeping with their capacities, limitations and interests. It must provide for the acquisition of facts, skills, and simple routines and seek the development of the individual as a well integrated personality, aware of his own strengths and weaknesses, able to accept himself as he is with the will to contribute to his maximum capacity. The scope of experiences must fit the social age of the pupil and at the same time the understanding of the experience must be within his mental grasp. The curriculum provides for a wide variety of experiences to permit continuous pupil development. Also, it is important to include cultural phases which give an opportunity for the expression and development of aesthetic ideas and attitudes which will be reflected in the personality of the individual.

The needs of the elementary mentally retarded child can best be met in an individual progress class which affords rich opportunities for the development of habits, attitudes and skills essential to successful living at his age level. Provisions should be made for such children to have experiences every day with mentally normal children in their peer group.

The Gifted Child

The needs of the gifted child, the child with an I.Q. of 130 or better as measured by an individual psychological examination, or the child with talents in special areas can be met in the regular classroom. A broad, well integrated program should be planned with many enriching experiences to challenge the child to work at his optimum level. These children need the basic work desirable for all children but because of their ability to learn more quickly, they can branch out on a richer program of work suitable to their age and interests. A difference of quality rather than quantity is an identifying characteristic of a good program for the gifted. The emphasis is placed on creative, experimental experiences and experiences which require logical thinking. Less time is spent on routine and more time in independent work.

Accepting and Supporting the Exceptional Child

In considering the needs of the exceptional child it is important that the parents be able to understand and accept these children emotionally. For all children it is vital that they feel secure in the affection of their parents. For exceptional children this love must not take the form of pity or over-compensation for parents' feeling of humiliation, guilt, or resentment. The child must not only be loved but must also feel that he "belongs" as a desired and desirable member of a family group because of what he is and because of his possibilities.

Teachers and specialists have a responsibility to help parents of exceptional children realize that their problem is not unique but a part of the general problem of all children. This can be done by discussing with them the democratic view of life. Some can be helped by showing that any other course adds to the child's handicap and increases their own difficulties.

Parents of exceptional children who are gifted sometimes need as much help in accepting their child's talents as do the parents of the handicapped children. The gifted child can be injured in his development by foolish pride, overindulgence, or overdisplay. These children need emotional acceptance of parents for what they are and their possibilities.

We are making application of our belief in a true democracy when we provide opportunities in our schools, community and everyday life for all children including the exceptional child.

CHAPTER III

COMMON LEARNINGS IN THE ELEMENTARY SCHOOL

EXPECTED OUTCOMES

In That We May Grow, the report presenting a frame of reference for educational programs characteristic of the Wilmington Public Schools the following common learnings[1] for which our schools are responsible are clearly identified.

> The function of education is to build the character and personality of individuals so that they will achieve their own maximum development, will make their communities better places in which to live, and will contribute to the enrichment of society generally.
>
> This function can be accomplished through the development of desirable learnings common to the elementary school.
>
> These desirable learnings are:
>
> 1. The desire for and knowledge necessary to obtain and maintain physical and mental health
>
> 2. An understanding of the family as the essential unit of society
>
> 3. The ability to recognize and respect the value of other individuals and groups and to cooperate with them in work and play
>
> 4. Those basic skills necessary for communication, independent thinking and the ability to recognize, analyze, and solve problems
>
> 5. An understanding and an appreciation of the cultures of the past and of all nations
>
> 6. Desirable ideals, attitudes, values and through self-discipline, codes of conduct

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[1] That We May Grow. Report of the Educational Program Committee, the Planning Self-Survey. Wilmington, Delaware: Wilmington Public Schools, 1949, p. 14-16

7. Interests of a physical, intellectual, esthetic, and spiritual nature in order to work and use leisure time with pleasure and profit

8. Ability to plan for the future and to select occupations on the basis of enjoyment, needs, and capacities

It will be noted that the common learnings stated are in the nature of concepts rather than of information or experiences. This is so because of the fact that while concepts are common, that is, for instance, while all children need to learn to obtain and maintain physical and mental health or any one of the common learnings listed, the kinds of information and the kinds of experiences needed will depend upon the child and the conditions which affect his living and learning. Common learnings will therefore differ from child to child and from group to group.

Thus while emphasis on moral and spiritual values is fundamental in the total elementary curriculum, ours is the responsibility to make these values more real and functional for our children by providing many experiences in living together.

Children need to develop moral and spiritual values by:

Learning and respecting the laws and regulations of man and his environment

Recognizing and understanding that man's power is not limitless, but affected by a greater power

Recognizing that each individual is responsible for the consequences of his own behavior and of the effects of his behavior on others

Acquiring and broadening the love for truth, honesty, critical thinking

Developing sportsmanship

Sharing the responsibility for improving our environment

Learning to budget time, energy, and money wisely

Becoming aware of the many values people hold, striving to understand them, and to live at peace with those whose values differ

Growing in awareness of the right and obligation to work

It is the purpose of this chapter to suggest some of the kinds of understandings, knowledges, skills, attitudes and appreciations many children in the kindergarten-primary and intermediate levels may have as they progress from one level to the next. Chapter IV discusses the kinds of experiences children need as a means of achieving the common learnings of the elementary school.

Art[1]

Art is an essential area of experience for all children which should be an integral part of every day school living. Children who have had a hand in putting things together to create beauty in their rooms and in the school are developing finer tastes, sounder discriminations, and fuller satisfactions in creative working. Art should not be limited to a period nor assigned a special place but should enrich the living of children all the time.

Kindergarten-Primary Level

Skills

Primary children should show growth in the following:

Painting

Ability to mix and use colors to produce realistically and symbolically

Clay modeling

Ability to evolve simple solid forms from clay, imaginative and realistic

Puppetry

Ability to construct and manipulate hand and stick puppets

Wood construction

Ability to use hammer and saw - to construct simple shapes, toy furniture

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[1] Expectancies for many children leaving the primary level and later the intermediate level are suggested from the bulletin How Art Contributes to Our Daily Living. Elementary Education in the Public Schools of Wilmington, Del. 1948

Weaving

Ability to make designs, color arrangements by simple under and over weaving

Paper construction

Ability to assemble and bind individual and class material, to measure, fold, cut sew and paste

Understandings and Knowledges

Young children should begin to understand that:

Art helps to give meaning to experiences.

The size of the painting should determine the tools and material used.

Color may be used in an interpretive as well as in a realistic way. There is a variety in color - light, dark, bright, dull, blended.

Clay is pliable and appropriate for simple modeling, large or small.

Appreciations and Attitudes

The primary child should gain an appreciation of art through:

Ability to appreciate the importance of color in one's daily life

A knowledge of the part art plays in making our lives more attractive and enjoyable

The development of good habits in using, caring for and cleaning materials and equipment

Intermediate Level

Skills

The intermediate child should show growth in the following:

Painting and drawing

- Increased skill in manipulating brushes for varied textures, forms, and interpretive effects
- Ability to use different painting media, such as transparent and opaque water colors and powder paints
- Ability to select and organize lines, forms, and colors in a variety of media and to apply knowledge of essential principles, such as emphasis, rhythm, variation and contrast
- Increased ease and skill in using graphic media, such as pencil, charcoal, chalk, brush and pen for recording and interpreting ideas

Puppetry

- Ability to make marionettes and puppets and costumes for them

Clay modeling

- Ability to evolve simple forms from solid mass and to make strong and effective jointing
- Knowledge of different methods of making pottery
- Skills required for work in the round and relief
- Use and care of the kiln

Wood carving and construction

- Ability to develop simple solid forms in relief or in three dimensions
- Increased skill in assembling and binding individual and class books

Accuracy in measuring, folding, cutting, sewing and pasting

Textiles

Skills essential for the translation of designs into textiles by way of embroidery, applique, block printing, dying, and weaving

Understanding the basic problems in making simple patterns

Understandings and Knowledges

The intermediate child should develop an understanding of:

The familiarity with local art forms and the work of local artists and craftsmen as a basis for understanding the art expressions of other people and times

The knowledge of some specific art expressions in architecture, painting, sculpture, handcrafts

The knowledge of contributions made by art to personal and group living

The knowledge of art materials, natural and synthetic, and the process involved in their use

The familiarity with color differences and similarities and knowledge necessary for their production and combination

Appreciations and Attitudes

The intermediate child should gain an appreciation for art through:

Increased enjoyment of imagination, movement, contrast, and color in individual art interpretations

Enjoyment of form, pattern, contour and color in modern and historic art expression

A sensitivity to form, color, rhythm and texture in nature

A realization of many practical applications that can be made of art to improve the environment

Finding new uses for media and materials

The establishment of good habits in caring for all materials, tools, and equipment

An awareness of the personal satisfaction which comes from aesthetic, creative experience

Music

Sensitivity on the part of the teacher is essential in order to give all children a chance to gain skill and appreciation in many musical activities. Music should be an integral part of every program. It should have an important place in the daily living of children and not be limited to a specific number of periods each week.

Kindergarten-Primary Level

Skills

The primary child should show growth in the following:

Interpreting music through movement

Grasping and reproducing the melody of a song

Discovering new tunes and patterns in music

Harmonizing in a simple way (only when harmonization comes naturally)

Understandings and Knowledges

The young child should begin to:

Sense graduations of intensity and speed in music: quiet - loud; high tones - low tones; fast - slow

Sing correctly tones within his own easy vocal range

Extend his vocal range

Explore the use of tone bells, tuned glasses as possibilities of rhythm instruments

Appreciations and Attitudes

The young child should gain an appreciation of music through:

Learning to dance folk dances

Learning to listen while dancing in order to hear the music

Sharing, on his level, programs he hears at home, on TV and radio

Interpreting music through painting and clay modeling

Learning to recognize the value of music during rest period

Learning to evaluate music on his own level, accepting or rejecting it, thereby building taste

Becoming more imaginative in reactions to music

Creating simple dances based on the mood or story in the music

Learning to select favorite songs and recorded music selections, and identifying them as his own possessions

Intermediate Level

Skills

The intermediate child should show growth in the following:

Ability to interpret and sing a simple melody from the score

Ability to blend his voice in part or unison singing

Ability to play some simple musical instrument

Ability to become more sensitive to pitch, to blend and to beauty of tone

Understandings and Knowledges

The intermediate child should grow in the ability to:

See music relationships to general curriculum activities

Use music books intelligently (features of the score should begin to become meaningful)

Operate recorders - wire or tape machines

Make musical instruments from simple materials

Recognize and know facts about great composers in music

Appreciations and Attitudes

The intermediate child should gain an appreciation of music through:

Transferring sounds, feelings, moods into relation of symbols that go with music (score perception, music reading, recordings)

Dramatization of songs (whenever they are meaningful). (Literary value should be good.)

Increasing ability to interpret music through painting and clay modeling

Learning to dance and sing folk dances

Learning to dance square dances

Learning to recognize the value of music as a means of relaxation and pleasure

Expressing imaginative reactions to music

Creating dances of greater complexity

Building up a repertoire of favorite songs and music

Health, Physical Education, and Safety

The field of physical education has reached far beyond its original physical aim. It now embodies objectives which include social and emotional development as well as safety, health, and recreation.

The desire and need to play is present in all children. The general function of a well-rounded physical education program is to assist in providing a medium for the normal growth and development of each child. All plans for physical development of children must harmonize with the total educational process. Moral and ethical values are present in this program almost more than in any other area of the child's growth

Kindergarten-Primary Level

Skills

Young children should show growth in the following:

Keeping themselves clean: hair, nails, teeth, skin

Dressing themselves

Eating without spilling

Elementary skills of body control: running, jumping, chasing, climbing, throwing, skipping, catching

Rhythmic activities which involve walking, running, hopping, skipping, galloping and dancing games, folk dancing, creative activities using ideas, stories, and poems either with or without music

Games of low organization: running and tag games, simple ball games, self-testing activities

Self-directed play: Using sand boxes, bean bags, and many other toys and materials

Team games (third grade only), learning to play together, learning skills needed in more highly organized games

Safety: developing habits of carefulness and obedience to safety rules

Understandings and Knowledges

Young children should show growth in:

Understanding the reason for good health habits

Sharing equipment

Knowing they must cross streets carefully

Waiting for turns on apparatus and in games

Knowing the danger in using fire and machinery

Understanding how to play safely on apparatus and in games

Obeying directions

Following and leading a group in play activities

Understanding of muscular skill in kicking, catching, and hitting ball

Picking out phrases in music during rhythmic work

Interpreting the difference in fundamental rhythms

Appreciations and Attitudes

The primary child should begin to:

Show interest in his own growth and development

Accept his own physical and intellectual limitations

Play harmoniously with others

Lose gracefully

Intermediate Level

Skills

The intermediate child should show growth in the following:

Skills worked into combinations and into game play

Body mechanics (learning how to use one's body in the most efficient way)

Rhythmic activities:
- Folk and creative dancing
- Advanced square dancing

Social dancing
- Formations and positions (5th grade)
- Formation, steps, leads, style, courtesies, and dancers' etiquette (for 6th grade)

Games of low organization: games to use skills such as throwing, catching, etc.

Games of high organization: lead-up games to basketball, volleyball, etc.

Health habits: personal cleanliness and appearance

Understandings and Knowledges

The intermediate child should show growth in:

Assuming duties of captain

Knowing rules of team games

Understanding skills needed to enjoy team games

Understanding the need for a balanced diet

Knowing why rest and sleep are necessary

Knowing rules for preventing the spread of infection

Understanding individual differences in growth

Knowing the need for sanitation and health safeguards in a community

Knowing fire hazards and how to prevent them

Knowing principles of first aid

Knowing how to handle tools and simple machines safely

Participating in activities that can be enjoyed alone, or with a partner or small group

Understanding accident prevention

Understanding a good form in skills

Competing with other teams within the groups

Organizing a group in play activities

Appreciations and Attitudes

The intermediate child should show gains in:

Social learnings: responsibility, initiative, acting democratically, helping others

Practicing good sportsmanship:
  Abiding by the rules
  Following captain's suggestions
  Sharing the play with others
  Winning and losing in good spirit
  Participating with willingness in activities chosen by the group

Practicing honesty and good play, self-confidence, poise, self-control, and courage

Appreciating health and safety rules

Accepting bodily changes

Appreciating cleanliness and an attractive appearance

Developing a wholesome attitude toward law and order

ial Studies

The world in which children live today is a confusing one. tain ideals and standards must be understood and upheld if we are preserve our democratic life. We as teachers must try to instill our children pride in their heritage, their communities and their ilies. As children live together in school, they learn to share, e responsibility and get along with others. They learn that it is only what you do but how you do it that is important. The quality living, as seen in many classrooms, is, in essence, a spiritual ng. In their social studies children find that people everywhere alike but that they are different also - just as we in Wilmington alike and different - and that everyone has certain problems in mon. Through experiences and learnings in social living children ome aware of those values in our society which all of us strive to e our own.

Kindergarten-Primary Level

Skills

The primary child should show growth in:

Learning to work together in groups and with other individuals

Beginning to develop some ability to deal with others in constructive ways such as sharing toys, contributing to the group with services and ideas, taking turns

Telling in sequence the report of a trip

Following simple directions

Using a safe route between home and school

Understandings and Knowledges

The young child should begin to:

Understand his own role and the role of the teacher, principal, other school adults, members of the family and the community as they affect his life and the lives of others

Understand something about important men and events in his community and how they have contributed to the development of the community

Understand how environment affects man's way of life, e.g. seasonal change affects our recreation, health, eating habits, etc.

Understand the dependency he has upon others for the necessities of life

Understand the role of each member of the family

Intermediate Level

Skills

The intermediate child should show growth in:

Participating constructively in group activities as a leader or as a group member

Developing his ability to plan adequately and to execute these plans

Learning to use reference materials such as: encyclopedias, maps, globes, charts, graphs, newspapers, pamphlets, and other related materials

Presenting oral and written findings logically

Assembling and presenting material in chart and booklet form

Gathering an increasing amount of information from field trips

Understandings and Knowledges

The intermediate child should have:

An awareness of his civic responsibility

A developing knowledge of local, national, and world geography and history

Increasing understanding of the potential of group thinking and action

A knowledge of where to go for information, e.g. libraries, museums, and industries and other resources

Understanding the natural interrelation and interdependence of the various subject matter areas

The ability to make generalizations in dealing with situations and to draw conclusions

Knowledge that is useful in meeting new situations

Appreciations and Attitudes

The intermediate child should develop:

Many new desires for research and other interests or activities

Appreciation for the contributions made by various cultures to society and the world

Appreciation of dramatic activity as a means of presenting ideas in an interesting manner

A sensitivity to common problems

The Language Arts

A language arts program should encompass listening, speaking, reading, and writing as interrelated skills. All language is so interwoven that no part can be learned separately. Children will write better if they have occasion to write often; they will learn to spell as they use needed words. Growth in reading cannot be hurried but it can be fostered by providing many experiences whereby children learn to read as they write about what is interesting and meaningful to them. Eventually they will associate sound and meaning with the printed word and books will become a source of pleasure and enjoyment to them. Through books children become aware of many situations comparable to their own which illustrate certain qualities in living. They gain in appreciation of the sensitivity of people and grow in an understanding of their values.

Listening and Speaking

Kindergarten-Primary Level

Skills

The young child should begin to:

Participate in group discussions

Think clearly - to the point

Organize his ideas so there is continuity and interest for the group, and be able to say what he means

Learn to use good tone quality

Use words within his experience and try to increase his speaking vocabulary

Be able to follow simple directions

Understandings and Knowledges

The primary child should show growth in:

Selecting material that will be interesting to the audience

Pronouncing words correctly and enunciating distinctly

Correct usage of words

Appreciations and Attitudes

The young child should begin to:

Respect the opinions of others and listen attentively when others are speaking

Develop a wide range of interests

Intermediate Level

Skills

The intermediate child should begin to:

Translate into experience the ideas expressed by others

Avoid and eliminate errors and mannerisms

Speak clearly

Develop a good tonal quality of voice

Know how to listen critically, purposefully, and accurately

Improve basic language expression and language patterns

Understandings and Knowledges

The intermediate child should show growth in:

Ability to widen his range of ideas and experiences

Ability to tell enthusiastically happenings in his own personal experiences

Ability to develop social and emotional maturity

Appreciations and Attitudes

The intermediate child should begin to:

Respect the opinion of others, listen attentively when someone is expressing an idea

Develop confidence in one's ability

Learn to participate as a part of a whole group

Enjoy listening for sheer pleasure to what he hears

Reading

Kindergarten-Primary Level

Skills

The young child should show growth in the following:

Learning to listen to and understand stories that are read to him

Interpreting stories by dramatization

Developing an interest in reading through field trips and recording with the group the experience enjoyed

Dictating stories about his experiences and making individual books of them

Developing good reading habits as: reading from left to right, good eye span, and being able to keep the place

Keeping records by making charts of school activities as: milk chart, weather bulletin, keeping a log, etc.

Naming and recognizing all letters of the alphabet at random and in order

Recalling details stated in the content

Interpreting ideas through critical thinking

Knowing the common sounds that go with the letters that represent them

Understanding how to attack words independently: recognizing initial consonants and word endings

Organizing ideas, as: writing summaries, selecting main ideas, making simple outlines, arranging related ideas in sequence

Making simple dictionaries of words needed with their meanings

Reading with comprehension simple informational material

Making few reversals on letter forms (b) and (d)

Reading with rhythmic eye movement and not moving lips

Understandings and Knowledges

The young child should show growth in:

Enlarging vocabulary through understanding word meanings

Becoming an independent reader through the use of word analysis as:
  Using phonetic clues
  Recognizing initial consonants and blends
  Finding small words in large words
  Using context and picture clues

Appreciations and Attitudes

The young child should gain appreciation for reading by:

Developing a desire for and love of good literature

Recognizing the beauty of words and phrases and forming mental images stimulated by the words

Recognizing the mood and feeling of a story or poem

Identifying himself with the characters in the story

Intermediate Level

Skills

The intermediate child should show growth in the following:

Developing word analysis techniques:
  Recognizing initial sounds, endings, and phonetic parts of a word
  Using word form clues (prefixes, suffixes, root words
  Using context clues

An expanding vocabulary of social, scientific, technical, aesthetic, physical and quantitative words

Comprehending simple descriptions of unfamiliar scenes of a story

Ability to follow the main action in stories of approximately 50 pages long

Ability to anticipate what story is about from the title or chapter heading

Ability to skim quickly for important facts

Ability to do good audience reading

Ability to read with rhythmic eye movements and have good eye span

Ability to read silently at the rate of 200 words per minute

Understandings and Knowledges

The intermediate child should show growth in:

Reading for main ideas, details and following directions

Predicting outcomes of stories

Making comparisons and drawing conclusions

Evaluating the content of the story

Making good summaries

Making outlines

Discriminating between good and poor reading material

Using the dictionary
    Alphabetizing
    Syllabication
    Vowel accent, guide words
    Pronunciation key
    Definition - multiple meanings of words

Ability to select the suitable meaning for topic being read

Noting essential details and generalizations

Appreciations and Attitudes

The intermediate child should gain appreciation for reading by:

Being able to distinguish the difference between recreational and required reading and develop different reading skills for each

Developing a desire to read during leisure time

Library Experiences

Elementary school libraries are developing programs designed to meet the needs of pupil, teacher, curriculum, and community. Helping the pupils is the most important aspect of the library. It attempts to help boys and girls improve their skills in reading, to broaden and enrich their learning experiences, to develop wholesome reading tastes and to acquire a love for reading good books.

It provides for the teacher material that can be used to implement and strengthen classroom work.

Recreational or free reading is encouraged by the librarian. She aids the child in selecting books on his level of reading and interest.

Developing skills in the use of library tools is very important. This is done best when there is a real need for it.

Primary Level

Skills

The primary child should show growth in the following:

Learning to handle books properly

Beginning to use the table of contents

Learning how to remove books from the shelves

Understandings and Knowledges

The young child should begin to understand:

That certain kinds of behavior are appropriate in the library

That he should listen attentively to stories being read or told by the librarian

That there are books on many subjects in the library and he should learn how to make his own selections

Appreciations and Attitudes

The young child should gain an appreciation for the the library by:

Using it [illegible] source for certain books on his own interest level

Using it as a resource to obtain information

Having the opportunity to browse through the books to gain an idea of the types of books in the library

Feeling that the library is a friendly place where he can enjoy books, and forget some of the tensions of every-day life

Intermediate Level

Skills

The intermediate child should show growth in the following:

Learning how to check out and return books

Learning how to select books for recreational reading

Learning how to use card catalogs, encyclopedias, and other reference materials

Understandings and Knowledges

The intermediate child should begin to:

Acquire a background in literature and love of reading

Recognize the names of books by some well-known authors

Recognize the names of some well-known illustrators, especially Howard Pyle

Appreciations and Attitudes

The intermediate child should gain an appreciation for the library by:

Learning that certain kinds of behavior are appropriate in the library - being able to move about freely without disturbing others during free reading period

Appreciating the value of books in his daily life

Children's Writing

Kindergarten-Primary Level

Skills

The primary child should show growth in:

Developing his own ideas and point of view

Ability to compose good sentences

Using capitals at the beginning of sentences that are related in meaning

Beginning to compose and write simple letters independently - to write notes to parents and classmates about school events

Beginning to write a one paragraph story, using some descriptive words

Spelling unfamiliar one syllable words if they are completely phonetic

Understandings and Knowledges

The primary child should begin to:

Understand what constitutes good free expression, both verbal or written

Understand the need for furthering his own interests, extending and strengthening them

Appreciations and Attitudes

The primary child should gain an appreciation for creative writing by:

Understanding that the contribution of each individual is a part of him and is important to him

Understanding the joy it provides in releasing pent-up energy and as a means for releasing emotional tension

Knowing the aesthetic satisfaction in creating something

Intermediate Level

Skills

The intermediate child should show growth in:

Arranging his ideas in an orderly manner

Developing well organized paragraphs about one topic

Choosing vocabulary within his own experience

Learning to use the correct mechanics of writing, i.e. punctuation, capitalization, spelling, etc.

Understandings and Knowledges

The intermediate child should show growth in:

Composing good sentences and paragraphs

Experimenting with words to create interest and variety in his writings

Using descriptive words that give vivid pictures to the reader

Understanding that there are many varieties of creative writing which suit the mood or the situation

Understanding that all poetry does not need to rhyme

Appreciations and Attitudes

The appreciations and attitudes for the intermediate level are the same as those listed in the kindergarten-primary level.

Handwriting

Primary Level

Skills

The primary child should show growth in the following:

Legibility and neatness in manuscript writing

Learning to space letters and words correctly

Learning the correct forms of capital and small letters

Making the transition from manuscript to cursive writing in the third grade

Understandings and Knowledges

Young children should begin to understand that:

Writing is done from left to right

Correct posture should be maintained in writing

Manuscript writing is straight lines and circles

Cursive writing is necessary in some life situations

Intermediate Level

Skills

The intermediate child should show growth in the following:

Increasing speed and legibility in cursive writing

Developing slant and learning to connect the letters correctly

Learning to write neatly with ink

Keeping a reasonably even margin

Using manuscript writing in appropriate situations, such as making charts and programs

Understandings and Knowledges

Understandings and knowledges are the same in the intermediate level as in the primary level

Science

Boys and girls of elementary school age have a natural curiosity about many things. They have a desire to know why the wind blows, what breaks rocks, where insects, birds and animals are in the winter, how fish swim and how airplanes fly. The answers to these and many other such questions form the basis of our science work. It is the plan of the elementary science program to give the child many experiences and opportunities for reading and experimenting in order to help him solve some of these problems, to encourage him to be alert to see relationships, to be an independent thinker, to see the value of conserving our natural resources and to be ever seeking a better way of doing things.

Primary and Intermediate Levels

Skills

A child should show growth in the following:

Understanding and use of science vocabulary on his own level such as migration, cocoon, energy, temperature, planet

Ability to observe and report correctly, as even first graders did with the eclipse of the moon

Interpretation of pictures for enriching knowledge. In a city some forms of life are not available (such as beavers) and pictures can be of great value

Efficiency in use of scientific equipment within the range of his understanding as in the case of reading a thermometer

Ability to express oneself clearly, both orally and in writing

Intermediate Level

Developing skill in purposeful reading

Ability in locating information

Ability to organize and evaluate materials

Performing experiments individually or as a demonstration for others and in such activities being able to avoid accidents

Becoming skillful as a problem solver

Developing accuracy in illustrative drawings

Primary and Intermediate Level

Understandings and Knowledges

A child should show growth in:

Understanding the value of cooperative planning

Understanding how to work in small groups and how to share the group work with others

Expanding his understanding of community life

Becoming aware of and interested in local physical environment

Knowing the relation of science to a richer and more enjoyable life

Becoming increasingly aware of and knowing his surroundings through direct contact with them

Knowing the effect of science on man's way of living; such as, machines, power, physical environment

Ability to distinguish between the plausible but false and the astounding but true

Ability to distinguish between superstition and science

Appreciations and Attitudes

These should be developing, growing, on-going on each level: an intelligent interest in, an appreciation of, and a greatly expanded understanding of the world in which they live. Einstein said, "He who no longer pauses to wonder is already dead."

Children should show growth in:

An awareness of beauty that goes deeper than a mere appeal to the senses:
  Appreciation and care for the efforts of individuals and municipalities that make our surroundings beautiful
  A feeling for their inheritance; such as, woods, parks, streams, and highways and an attitude toward their preservation

Appreciating the principles of how the survival of the fittest tends toward a balance in nature, and how man upsets the balance, should make boys and girls conscious of the importance of the conservation of life, both plant and animal

Appreciating the relationships of plants and animals

Developing a desire to spend much time in the out-of-doors for the simple joy of a walk in the woods or a picnic in the park or a day along a stream

Appreciating the contribution made through scientific research of great industries in our own state; such as, chemical industries, leather and textile industries, muskrat industry for fur and food and the chicken and oyster industries

Developing a humane attitude to all living things

The child leaving the elementary school for junior high school should have:

Deep appreciation of environment

Developing powers of observation

Respect for experiments and apparatus (safety)

Ability to distinguish between the astounding but true and the plausible but false

Arithmetic

The key word in teaching arithmetic is meaning. This is simply knowing what you are doing and why. Learning occurs only as a child sees sense in and gains insight into what he is doing.

Systematic learning should occur from real need experienced by the child. The initial learning activities must be as concrete and realistic as possible. Tangible experiences should be provided which enable the child to become acquainted with arithmetical situations that involve the spending and saving of money, telling time, keeping scores, playing store, making change and many other like situations.

If the child recognizes in everything he learns in the school program a relationship to what he already knows and experiences in everyday life, his attitude towards arithmetic will be one of satisfaction and pleasure. If success and interest accompany his first experiences with arithmetic in school, the foundation for success in later grades is laid. The way in which the teacher presents the arithmetic program at the beginning will determine whether the child will enjoy success or will set up an emotional resistance to it.

There are differences in background experiences in arithmetic as in other subjects. The teacher needs to recognize this fact and plan the program to suit the varying ability levels found in each class.

Kindergarten-Primary Level

Skills

The primary child should show growth in the following skills:

Knowing how to count by ones to 200

Knowing how to count by twos to 50

Knowing how to count by tens and fives to 100

Knowing how to count by threes to 15

Recognizing ordinals: first through thirty-first (because of calendar needs)

Recognizing small groups of objects without having to count them

Understandings and Knowledges

The young child should begin to:

Recognize concrete and semi-concrete groups

Read three figure numbers to 200

Know the meaning, use and relationship of the penny, nickel, dime, quarter, half-dollar, paper dollar

Know how to tell time by hour and half-hour

Know simple quantitative concepts: big, little large, small, long, short, near, far, wide, narrow, more than, less than, same as, both, faster, slower, higher, lower

Know terms of location: first, last, second, ahead, behind, in between, top, bottom, front, back, right, left, up, down, outside, inside, middle

Know terms of quantity: dozen, half-dozen, both, all, team, together, pair

Know terms of measure: pint, quart, inch, foot, yard

Know addition facts (sums not over 10, written in horizontal form)

Know subtraction facts (minuends not to exceed 10)

Multiply using one and two digit multipliers

Solve one-step problems that are within his experience

Intermediate Level

Skills

The intermediate child should show growth in:

Being able to read and write numbers to twelve places

Understanding the meaning of place value

Knowing all addition and subtraction facts

Applying extension of multiplication facts to three-figure numbers times four-figure numbers

Understanding and perfecting accuracy in division, both short and long

Understanding meaning of unit fractions, 1/2, 1/3, 1/4

Finding fractional parts of groups of things

Reading and writing easy decimal fractions

Being able to add, subtract, divide and multiply decimal fractions

Understanding and using four fundamental operations with dollars and cents

Understandings and Knowledges

The intermediate child should begin to:

Make change

Solve problems about everyday activities

Use numbers in activities such as earning, saving, counting and spending money, keeping scores, making purchases, selling things, taking trips, telling time, using measures in making things at home and at school

Extend and review measures previously studied, as quart, pint, gallon, concepts of perimeter and rectangles, square measures

References

In defining expections or outcomes for each level in the elementary school the producers of supplementary bulletins and the supervisors were consulted. The following references were also helpful:

Kearney, Nolan C. Elementary School Objectives. New York: Russell Sage Foundation, 1953, pp. 52 - 59, 80, 104--109, 115, 116

Charles E. Merrill Books, "Skill Development Program in Reading", Bulletin #10. Columbus, Ohio: Charles E. Merrill Co., 1953

Winston, "Grade Placement and Content Area Chart". Philadelphia, Pa.: John C. Winston Co.

CHAPTER IV

SELECTING EXPERIENCES IN CURRICULUM BUILDING

A FRAME OF REFERENCE

One of the most difficult jobs confronting any teacher is that of guiding her group in the selection of specific curriculum experiences. This is true partly because of the confusion prevalent in interpreting the concept of experience. From our knowledge of the psychology of learning[1] we know that experiencing is living; that experiencing is the interaction between the learner and his environment. And we know that the learner takes from his environment only that which he is able to integrate into his own behavior.

A second problem producing confusion is the relationship between activity and experience. Again, our knowledge of the psychology of learning convinces us that we learn by doing; we learn through activity. The activity may be observable as in building a replica of the Marine Terminal or writing a letter to an ill classmate. Activity is not necessarily overt, however. It may be implicit as occurs when the learner is intellectually stimulated by witnessing a televised program of the inauguration of the President, being emotionally stirred through listening to a recording of Handel's Messiah, meditating, or even doodling, reflecting inner directed activity. In these situations activity is present but may not be observable. In activity, then, children may be externally quiet or not, depending upon the situation.

The concept of curriculum experience means that the child is interacting with his environment through activities, overt or implicit, which the school believes will foster educational goals. The areas of experience which the professional staff of the Wilmington Public Schools believe are appropriate and desirable for children are presented in the CHART I and II, OVERVIEW OF THE CURRICULUM OF KINDERGARTEN-PRIMARY LEVEL and OVERVIEW OF THE CURRICULUM OF THE INTERMEDIATE LEVEL.

Criteria for Selecting Experiences

When a teacher, or a school faculty planning together for the total educational program of the school, must determine within the framework of the areas suggested in the following charts the specific experiences which may foster the best development of the children concerned, she needs some bases for selection. The following criteria suggest factors which should be given consideration in selecting experiences:

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[1] Learning and Instruction. 49th Yearbook, Part I, National Society for the Study of Education, 1950, pp. 24-28

What Is a Good Learning Experience? Any experience that meets a child's needs, holds his interest, and helps him toward increasing maturity.

What Are a Child's Needs? To grow in learning to live adequately as an individual and as a member of groups, to grow in understanding of moral and spiritual values, to grow in understanding the world he lives in, and to grow in learning to use skills and tools.

What Are His Interests? His interests are as wide as the world and as deep as his understanding.

How Can a Teacher Know Which Experiences to Choose in Organizing a Program Which Embodies What Is Known About Children and Fosters the Educational Objectives of Our Schools? Some of the criteria below help the teacher select appropriate experiences.

1. Does this experience have maximum relationship to the life and living of the child? Does it provide an atmosphere in which a child can grow in self-reliance, self-respect, respect for others, and ability to work with others?

2. Is this experience of valid and significant content? Will it help a child to acquire skills, to test skills and to use materials and equipment?

3. Does this experience provide an opportunity for attaining a wide range of general objectives? Will it help the child to plan, to try out new ideas, to work with others, to respect the rights of others, to assume responsibility, to share responsibility, and to develop good work habits?

4. Is this experience appropriate to the interest and needs and stage of development of the child? Is it valid because it is in harmony with his ability and his growth? Is it valid because it helps to provide pleasure, opportunity for expression, dramatization and a sufficient variety of learning activities?

5. Does it help to provide for continuity and sequential development in the total program?

CHART I

OVERVIEW OF THE CURRICULUM OF THE KINDERGARTEN-PRIMARY LEVEL*

BUILDING A CURRICULUM TO MEET THE NEEDS OF CHILDREN

through experiences centered in

	FOURS AND FIVES (Kindergarten) in		FIVES, SIXES, AND SEVENS (First Grade) in	SIXES, SEVENS, AND EIGHTS (Second Grade) in	SEVENS, EIGHTS, AND NINES (Third Grade) in
We Learn About Ourselves	learning to express oneself in many socially acceptable ways	Continued throughout school in the following ways:	continuing to learn to express oneself confidently in socially acceptable ways	expressing oneself with some skill in using familiar situations, reflecting a conscious identification of oneself with values and goals; reflecting confidence in oneself through experimentation with new materials and ideas	
We Learn How Groups Function	learning to live in a school group		learning to live in school groups in addition to one's own class	learning to live in many school groups, and with ease and facility in several	
We Learn About Our World	beginning to understand family life in the home		enlarging understanding of family life and its place in the neighborhood	continued growth in understanding family and neighborhood life with a conscious recognition of privileges and responsibilities of the individual and the group	enlarging the understanding of how we live in Wilmington, expanding and deepening the concept of "community", with some knowledge of Wilmington's past and some understanding of the relation of the city to the surrounding region
We Develop the Skills and Tools We Need	learning, and building a readiness for a more mature learning of needed skills and tools: language arts, arithmetic, science, social studies, the arts, health and safety		building a real readiness for needed skills and tools in all basic subject and social areas with emphasis upon the initial stages of reading	developing a foundation of skill and understanding commensurate with capacity, using basic subjects and social tools, reflecting: (1) adequate command of language; (2) knowledge of facts and understanding of the four fundamental processes--addition, subtraction, multiplication, and division--and ability to reason through problem solving; (3) facility in the beginning stages of reading, including adequate vocabulary, power to attack new words through self-help techniques, pleasure in reading many kinds of materials with comprehension; (4) ability to live healthfully and safely; (5) developing powers of observation and critical thinking, and a foundation of information, attitudes, and skills in living in our cultural framework	

CHART II

OVERVIEW OF THE CURRICULUM OF THE INTERMEDIATE LEVEL

BUILDING A CURRICULUM TO MEET THE NEEDS OF CHILDREN

through experiences centered in

<table>
<tr><th></th><th>EIGHTS, NINES AND TENS
(Fourth Grade)</th><th>NINES, TENS, AND ELEVENS
(Fifth Grade)</th><th>TENS, ELEVENS, AND TWELVES
(Sixth Grade)</th></tr>
<tr><td rowspan="2">We Learn About Ourselves</td><td>in</td><td>in</td><td>in</td></tr>
<tr><td colspan="3">finding satisfaction in expressing oneself with skill through the use of many resources including language, music, arts, and crafts, literature, science and nature, sports and games;
learning to live with oneself as well as with others through an identification of self with socially acceptable values and goals
becoming aware of man's need for spiritual satisfaction;
learning to understand the appropriateness of reverence and respect for man's many ways of satisfying spiritual needs;
becoming increasingly able and eager to express one's ideas, belief, and creative ability in many ways</td></tr>
<tr><td>We Learn How Groups Function</td><td>learning to live well in school and community groups;
becoming aware of the interaction between school and community groups</td><td>learning to live well in school and community groups
learning wider leadership roles in school and community groups;
becoming conscious of the role of the school in community life</td><td>learning to contribute to and profit from group life as a member and as a leader under changing conditions;
becoming aware of the forces that shape groups and their significance in living well with others;
developing, consciously, those personal qualities which through group life bring satisfaction to the individual and group</td></tr>
</table>

CHART II, continued

OVERVIEW OF THE CURRICULUM OF THE INTERMEDIATE LEVEL*

BUILDING A CURRICULUM TO MEET THE NEEDS OF CHILDREN

through experiences centered in

	EIGHTS, NINES, AND TENS (Fourth Grade)	NINES, TENS, AND ELEVENS (Fifth Grade)	TENS, ELEVENS, AND TWELVES (Sixth Grade)
	in	in	in
We Learn About Our World	understanding the role of the family in the life of Wilmington; understanding the relationship of Wilmington to the State of Delaware; understanding the relationship between Delaware and the surrounding region; understanding that the physical environment affects and is affected by man; understanding that life in some regions of the world is fundamentally like ours and that in other regions there will be many differences; appreciating the contributions of the past to our present way of living in Delaware	understanding the role of the individual, the family, and other groups in a democracy; understanding the fundamental characteristics of life in the United States as they are manifested in our own community; defining current problems in American life as they are manifested in our own community; understanding the development of characteristics of and problems in American life through a study of the growth of our country as a great nation; becoming aware of "frontiers"--past and present--and what they mean in the development of our way of life in the United States; appreciating the contributions of the past to our present way of living in the United States	understanding the role of the individual, the family and other groups in a democracy and becoming aware of how the roles of each change under other forms of government; understanding the need for a "good-neighbor" relationships among the people of the western world through an intensive study of Canada and the nations of Central and South America or other nations which seem appropriate; becoming aware of the reasons why a "good-neighbor policy" is essential on a world scale; understanding that in local, national, or world groups, "good citizenship" depends upon the quality of individual and group behavior in all aspects of living
We Develop Skills and Tools We Need	building upon the foundations of skills developed in the primary school in language arts, arithmetic, science, social sciences, the arts, health and safety; learning essential work-study skills in various subject areas which will facilitate the broadening of understanding and knowledge	developing increased competency in skills and understanding, commensurate with capacity in all basic subjects and social tools, reflecting: facility in the use of language (written and spoken); skill and understanding in the use of arithmetical facts, and fundamental processes; facility in problem solving through reasoning; adequate understanding and use of reading as a tool in meeting one's needs and interests, including appropriate work-study skills, adequate vocabulary, and power to increase vocabulary, through the use of self-help techniques such as phonics, context clues, others well-developed powers of observation and critical thinking; a foundation of information, attitudes, appreciations, and skills in living in our cultural framework	

6. Does it give the teacher and the child an opportunity to evaluate work and progress?

In addition to a consideration of the preceding criteria in selecting a curriculum experience, the teacher will need a thorough understanding of the kinds of activities possible to assure a high quality of learning.

The following section, "Programs in Action", illustrates some typical experiences for various age groups which have been provided in our schools. They emphasize the kinds of related activities which must be provided in any curriculum experience.

It is the purpose of this chapter to provide some guidance in the selection of experiences and activities. Supplementary bulletins in each of the major curriculum areas will provide additional guidance.

PROGRAMS IN ACTION

Fives and Sixes Need Time

To Talk

"My Daddy's a fireman."

"So is mine."

"What do firemen do?"

"Let's go to the fire house and find out."

To Think

To Explore

This conversation started Mrs. S.'s class on an exciting adventure. But first much planning was necessary. When could they go? Who would go with them? Do they have to ask permission? Should they write a letter to the fire chief? Fives and sixes are full of enthusiasm. They want action. And what is more exciting than a fire? Unless it is the man who goes to the fire, rides on the fire engine, rescues people from the burning building, and puts out the fire.

To Learn Through Meaningful Activities

What wonderful learning activities there were in this experience. First the letter:

Dear Fire Chief,

May we visit Fire Station No. 2 on

Thursday, March 2nd at one o'clock?

Love,

Mrs. S.'s
First Grade

Then all their questions had to be listed on the the board and later written on a chart by Mrs. S.

To Question

Questions for the Firemen

1. How do they climb the pole?
2. What firemen stay at night?
3. When we use an alarm box, how do firemen know where to go?
4. How do they get in a place when the people are sleeping?
5. How do they get their clothes on when there is a fire at night?

They planned together a list of "DO's" for their trip:

To Plan

1. DO bring a permission slip from home.
2. DO go by twos.
3. DO be careful on the street.
4. DO keep in line.
5. DO keep quiet and listen to the firemen when they talk.
6. DO thank the firemen.

To Listen

Mrs. S. read two stories about firemen. They were fun but not so much fun as the trip would be. They looked at a film strip and a film and talked about both of them. At last Thursday came and everyone was chattering in excitement. But they remembered their "DO's".

The next day they could answer all their questions:

To Discuss

1. The firemen go up steps and slide down poles.
2. The men work three days, then three nights, then they have three days off.
3. They have a tape with holes which tells the firemen where to go. 4 holes then 8 holes means 48 which tells them the section of the city to go to.
4. They use their tools and break in.
5. They sleep in their shirts. Their pants are a special kind which they lay over their boots so they can get them fast.

Mrs. S. asked where they got the water to put out the fire. Ronnie said, "They carry 20 gallons of water on the fire truck. When they use it up they use the fire hydrant. They take pliers to open it up and attach the hose. The hose is made of heavy cotton with rubber on the inside." Mrs. S. also wondered why the firemen didn't bump into each other in their rush to put out a fire. Bruce gave this explanation, "They are correctly placed. Each man knows his own place on the fire truck and has his own tools, so he knows right where to go." Then James told about sliding down the pole. "We went up the crooked steps and I saw all the beds", he added. "I stepped over to the pole and slid down the pole. It made my stomach ache," continued James.

Then Mrs. S. asked, "Shall we write a story?" THE FIRE ENGINES AND OUR TRIP TO THE FIRE STATION were suggested as titles for the story. There was discussion as to why the story should not be called THE FIRE ENGINES.

To Read

OUR TRIP TO THE FIRE STATION

We walked to the fire station,
The firemen met us.
They showed us around.
We saw two poles.
James slid down a pole with a fireman.
Rochelle rang the siren.
We saw their kitchen.
They cook and eat in the kitchen.
We saw three red fire engines.
We learned how firemen work.

Ronnie wrote his own story on a chart. Sandra wrote a poem which Mrs. S. put on a chart:

To Write

THE FIRE ENGINE

What is the engine like?
Big and red.
How does the bell go?
Cling - clang.

Some of the children painted big pictures. Some drew small ones and colored them with crayons. Mrs. S. typed a story beneath each one. What wonderful reading books, better than TIP AND MITTEN. . . bigger words and much more exciting. Tony built a big fire house of blocks and spent many hours there waiting for the alarm to ring which would snatch him from his bed and send him off to rescue someone from a burning building.

* * * *

To Grow

Fives and sixes . . . thinking, speaking, listening, writing, reading, gaining number concepts, learning to live together, learning to be responsible . . . all this learning from one wonderful trip.

Young children need many purposeful, worthwhile experiences such as a trip to a fire house which will help them grow. Every teacher must decide what kinds of growth her own particular group needs and plan accordingly. She must create her own program which develops to the fullest the intellectual curiosity of her children. The home and the neighborhood provide much that interest fives and sixes. It takes a teacher like Mrs. S. to provide the time for these early basic interests.

Sixes, Sevens, and Eights Learn About Their Community

Personal
Community
Relationships
Build
Appreciations
Attitudes and
Understandings

Young children often go on errands in the community. They purchase small articles from the store; they buy stamps; drop letters in the mail box; deliver and return borrowed articles. They visit playmates. Sometimes they board trolley coaches alone and visit relatives several blocks from their homes.

Mrs. L., a teacher of sixes, sevens, and eights decided to utilize the scattered community experiences of her children and initiate a real community study.

After the children had exhausted their first-hand information about the community, they decided to take a trip around their neighborhood. They did not want to exclude any outstanding place or thing.

On their trip . . .

They saw a bridge leading to Dunleith, but they didn't know the name of it.

They saw grocery stores, barber shops, Tanzer's

Super Market, a fire house and two churches.

They passed Hire's Glass Company and wondered what went on inside.

They passed the trailer where Joyce, a classmate, lived; a garage, six big tanks and many cars and people.

Their list of discoveries was tremendous.

"Now that we have visited our neighborhood and located places around our immediate community, shall we call our study completed?" asked Mrs. L.

"Oh, no," said Jimmie, "we still do not know the name of the bridge leading to Dunleith." We certainly would like to know that before we finish a study of our community."

"What are some of the other things you want to know about your community?" asked Mrs. L.

Many replies followed:

Intrinsic
Motivation
"We Want
To Know"

We want to know what is going on in Hire's Glass Company.

How is glass made?

Where are the tanks coming from?

What are they doing in our community?

How does food get to Tanzer's market?

What is the name of the church with the pretty painted windows?

Who goes to that church?

Where are the police guards when we are in school?

"May we visit the glass company some day?" asked Helen.

"Perhaps," answered Mrs. L. "We will have to write for an invitation to visit."

"Will you teach us the Super Market Song? queried James.

"Why certainly," responded Mrs. L. "Perhaps there are other things you would like to do in finding out more about your community . . . let's list them," suggested Mrs. L.

"We can paint a frieze of our community," said Alan.

"We can visit the dairy and the bakery," added Mary.

"We can plan a luncheon and shop in Tanzer's Super Market," suggested another.

Satisfying Pupil Interest through Purposeful Activities

Among other activities suggested by the class were: learn songs about community helpers; make a booklet of community helpers; make puppets of members of our community; write stories and poems about the work of our helpers; see interesting films and slides about members of our community.

Eights and Nines Go Exploring[1]

They Learn About the World Surrounding Them, They Gain Understanding of the Concept that the Physical Environment Affects and Is Affected by Man

For weeks the eights and nines had been planning to visit the new Delaware Memorial Bridge. Robert's and Ronny's fathers had helped build it. Some of the children had waited in long lines of traffic to cross by ferry before the bridge was completed. There were so many things they wanted to know:

Children's Interests Are the Best Motivation for Learning

How do they build bridges so they stay up?
How do men work under water?
What river does the bridge cross?
What is on the other side?
What kinds of boats go on the river?
What do they carry?
Why did we need this bridge?

---

[1] "Tens and Elevens Broaden Their Insights", page 68, reports the same center of interest in the curriculum of an older group

The Teacher Must Be Alert and Ready to Use These Interests

Whether the children's questions stimulated the alert teacher to action or whether she stimulated the children's questions is unimportant for it works both ways. The important thing is that this teacher was alert. She was ready to seize upon questions, to recognize interest and direct it toward goals already determined through her planning. Three rivers wind through the lives of all children living in Wilmington. Their history is fascinating, their uses varied. The erection of a new bridge across one of them with its subsequent effect on the lives of all Wilmingtonians was naturally in the mind of the teacher

Children Learn Through Sharing

In order to find out more about the bridge before they crossed it the children decided to ask another class who also was interested in the bridge to talk with them. Children learn from each other. They need to learn how to express themselves orally. What better way is there than telling others what you have done? The older children found out how much they knew by telling the younger class about their exploration to the river and bridge.

A description composed by the class and later written on large charts gives a vivid picture of the trip to the bridge.

> Our big day was very special in many ways. Radio announcers reported high winds due to a hurricane coming up the coast. As we crossed the bridge we felt the strong wind blow and saw the white capped waves. Small boats had been warned to take cover. We asked more questions:
>
> How do they send out storm warnings?
> How does the weather man find out what the weather is to be?
>
> Since the New Castle weather station was near by we decided to visit it. There we could find the answers to our questions. We stopped at the Signal Tower where the men were sending out signals to the planes. As we started home we saw a large freighter gliding down the river. We stopped for a short visit at the Marine Terminal to see the Mudsucker and Hopper barges which were dredging the

channel of the river. We saw a tug at work, a Wilson Line boat, bell buoys bobbing on the water, and far out on the river a lighthouse. Questions popped like corks as we drove home. Our trip had just begun.

Significant Content Helps Children Acquire Needed Skills

Their trip had indeed just begun. What an experience it was! What varied and interesting activities within the total experience stemmed from a few questions:

Making a floor model of the river, bridge, and boats
Making large charts describing the trip. (These gave less able readers meaningful material to read.)
Painting pictures with descriptions written beneath them
Writing thank-you letters to various people who helped them
Learning about different kinds of boats
Learning a little about weather
Finding out why a bridge was necessary
Discussing the effects of the bridge on the city of Wilmington

Children Plan and Work Alone and in Groups

The experience described provided many occasions where the children learned to plan and work together and alone. Many meaningful opportunities to read, write and spell were present. This experience did not go beyond the limits of average eight and nine-year-olds but it shows to some extent how a few simple questions can lead children to acquire necessary skills and attitudes because they have a purpose and interest. This group improved in their ability to read in order to find information, they became better listeners as well as "speakers", and gained in their ability to think critically. They discovered how to use sources of information such as maps, pictures, books, and people. Above all, each contributed in his own way and was respected by the others for his contribution.

Nines and Tens Consider the Owner's Rights

They Consciously Identify Themselves with Socially Acceptable Values and Goals. They Try to Understand Current Problems in American Life.

Children Learn Best By Relating Their Experiences

The owner has rights. But does he always get them?

Here's how one class of children learned the meaning of the fourth R: rights of others. And - we teachers might add a fifth which we strive constantly to instill in our children: a sense of responsibility. By reading, writing, talking, painting, and dramatizing, by seeing in a story[1] read to them by their teacher situations which applied to themselves, this group had an experience in citizenship which should stay with them all their lives. The story points up the rights of all individuals to work for and to own property. By living this story these boys and girls learned that everyone has a responsibility for the care of property. They easily identified themselves with the personalities of the story because the same problems, the lack of play space, broken windows, honesty, and cooperation were seen by them in terms of their own daily living.

Many comments followed the reading of the story:

> I know just what that means because I've got something like that going on now. I threw a stick into a boy's bicycle wheel and it broke off thirteen spokes. I'm going to have to pay for all of them. My mother is advancing me the money but I will have to work it out. I'm scared of what my father will say, but he won't be home until Sunday. You can bet I'm good now. I'm even in the house before I'm supposed to be. I go to bed without a word. What's worrying me now is: What am I going to do Sunday? I can't stay in bed all day!

---

[1] "The Owner Has His Rights", Ruth Mills Robinson. In the Democracy Series: Toward Freedom. New York: The Macmillan Company, 1951

> It's fun to slide down the banks in the park on a piece of cardboard if the guard doesn't catch you. But I guess that isn't the right thing to do.
>
> No matter what you say, you just gotta like Eddie for the way he saved his money for something important.
>
> How do parents know things without being told?
>
> I wish my father was like that.
>
> I could never say that to my parents.
>
> He had a right to do that.

Cooperative Planning Motivates Children to Achieve Objectives

Since one of the teacher's main objectives was to extend a better understanding of child-adult relationships, these observations were heartening. Other objectives decided on cooperatively by teacher and pupil were:

1. Building more appreciation and concern for public and private property.
2. Helping individuals see how a group may solve a problem and the importance of each sharing in the solution.
3. Extending understanding for the feelings of others.
4. Experiencing the satisfactions of planning and giving a program for others.

Every step of the way in this experience democracy was at work. Many were the opportunities provided for learning through practice. Sliding down the hill in the park ceased to be such fun after the children took responsibility for their actions. Social living and democracy were being absorbed as the children worked, and comments such as these were heard:

> I used to be running around the corner of the school to hide from my girl friend. Now I've stopped so I won't be running across the grass we want to grow.

> I broke our garage window last night. Oh boy, did I remember our play. I'm paying for it all right.
>
> When a member of the group forgot and ran across a neighbor's lawn, another said, "You didn't remember that the owner has his rights."

These children further extended their learnings and appreciations of their neighbors' problems by computing the cost of maintaining a lawn and repairing the damage caused by careless children. The items which they considered were:

1. Cost of putting on new sod
2. Amount of grass seed required and the cost
3. Amount and cost of good soil needed
4. Cost of gardening tools
5. Cost of shrubbery and a hedge
6. Cost of flowers in flower bed
7. Cost of fencing
8. Cost of labor if owner couldn't repair damage

Working in Small Groups Gives Children Opportunities to Have Practice in the Role of Leader and Follower, to Consider and Respect the Opinions of Others

Various groups studied the problems listed above. One measured a specific lawn, another interviewed the owner of a greenhouse, another visited stores in order to learn prices and then computed the cost of materials, another studied on lawn care and reported what seemed best; then, after the class had heard all reports, the children discussed the many difficulties a home owner might encounter and totaled the considerable loss he would have if he lived near a school filled with irresponsible children!

Children Learn by Doing

One persistent problem in life is respecting the property rights of others. This is a problem which concerns all of us, no matter how small our incomes. Good citizens who respect the property rights of others develop only as children have opportunities to practice being good citizens. We teachers may talk forever and our words of wisdom fall on barren ground unless there is understanding gained from experience on the part of children whom we hope to influence. When a child can say, "I'm sorry. I forgot the owner has rights," then we do know our words have taken root.

Tens and Elevens Broaden Their Insights

They Begin to Understand and Accept the Concept That Man's Way of Life Is Influenced by His Cultural Heritage, by His Physical Environment and by Man's Interdependence

The Children's Log

September 10th

Water Influences All Living Things

Exciting things happened during the summer and we're going to learn more about them in school: the Delaware Memorial Bridge was finished and there was a terrific flood in Missouri, We saw it all on TV. Wondered what would happen to some of us if the Delaware ever flooded like the Missouri river. Decided to explore tomorrow and see if we could walk through the marshes to the river.

September 11th

People Can Bring About Constructive Change in Their Environment

What a trip! We must have walked ten miles. Headed for the river but were stopped by the railroad tracks so we cut back through the marsh and came out at the Electric Hose and Rubber Company. Discovered that their parking lot had once been marshy land. Some of our houses are built on land like that and the city is talking about building a big recreation park on a part of the marsh near the river. In front of the Electric Hose and Rubber Company we watched an electric pile driver. They are putting in an enormous sewer there. Never saw such a big pipe. Beyond this it got really wild. On either side of the road was what looked like a forest of cane brush six or seven feet tall. It was fun to play in it but boy, was it dirty. Dicky said it was like a jungle and Connie thought it sounded like fire crackling (and it did when we crashed through it) but Charles thought the noise we made was like a lot of people eating carrots. That was good, too. Had a good ending to our trip at Fort Christina Park where the Swedes landed.

September 12th

We Use
All Our
Senses

Talked a lot about what we saw yesterday. Decided that each one would try to write about one thing and use our five senses when we described it: how it smelled, looked, felt, or what it sounded like. Didn't taste anything except maybe some dirt!

In science we learned that the strength of something is determined by its shape or structure. The teacher suggested that we ask the chief engineer of the water department to come talk to us about the new bridge and those big sewer pipes.

Saw a good movie today and learned how much damage a river can do but that it can do good things such as providing transportation and power. We want to find out more about the T.V.A.

September 13th

Each Person
Is
Responsible
For Himself
As He Affects
Other People

Learned more in science about air pressure and water, and want to find out about water supply so we can ask the chief engineer some good questions. One group is going to make a booklet telling all we learn about water.

Spent a lot of time today making record books which are supposed to help us learn how to work better and show what we do from day to day. Sort of a daily report three times a year. Some kids don't do much of anything when we work in small groups except bother the rest of us.

September 14th

Water Ways
Provide
Means of
Meeting
Many of
Man's Needs

Had another good trip today to the new bridge. Saw all kinds of boats on the river: ferry boats, the Wilson Line, coal barges, a coast guard cutter and some boats from foreign countries. Couldn't understand how the bridge stayed up when it was so long and skinny.

When we came home we decided to divide into groups to study:

1. The damage rivers can do and what people can do to avoid such damage

2. How people use rivers
3. Bridges
4. Water
5. Why people settled in Wilmington

One group is going to make a model of all the part around Wilmington where we walked and show the three rivers and the bridge.

We talked a long time about our behavior and are going to check ourselves in our books on:

Group Problems Can Be Solved Best by Group Action

1. Following through on a job
2. Initiative (we know what this means too!)
3. Acting independently (not waiting for the teacher to tell us what to do)
4. Being considerate
5. Sharing with others
6. Not being bossy but deciding together what will be best to do

* * * *

The Teacher's Record

This week of intensive exploration resulted in tremendous interest on the part of the children. Teacher purposes became the group's purposes and many were added to her original ones. Attitudes and skills were learned more easily because the children saw the need for their acquisition. While at first they were only vaguely aware of the concepts stated above, they became more meaningful as they engaged in their many activities. A part of the teacher's daily log will show how far-reaching this experience was.

> As I visited with each group today, it seemed to me that each chairman was doing a good job of getting the ideas of each one in the group and deciding how they would proceed with their study.
>
> Group 1 decided to review again the early history of Wilmington. They asked Dr. M., who is an authority, to come talk to the class. Each one went to the library for a reference book and will give a report on Friday.
>
> Group 2 listed power, irrigation, transportation, water supply, pleasure and food to be studied under their main topic: water. They will also try to answer these questions:

1. Are all big cities on water?
2. Are all industries on water?
3. Does the water in our houses come from the river?
4. Do we drink that water?

This group will write to the Street and Sewer Department in order to learn something about the new interceptor sewer system. They will also write to the Delaware Power and Light Company and ask whether we can visit their new power plant.

Group 3 thought of floods, soil erosion, and conservation. They will write to the Red Cross about flood control and relief, to the Department of the Interior about conservation, and to two men who will talk to us about soil conservation along the Brandywine.

Checked on the map and film committee. They are looking up films in our own film center and those we can rent. A map showing the Brandywine and Christina rivers flowing into the Delaware is being traced and will be enlarged at least six times.

Today I helped some of the children find material in their books and showed them how to take notes. Helped the water group decide on experiments to show the class on Friday. They are not really a group. Dickey tries but is intolerant because his mind is several jumps ahead of the others. He works better alone but must learn how to get along with the others. I must talk with the leaders about leading their groups.

* * * *

Finally got our letters off to Mr. W., the chief engineer of the water department. We want to visit the water department as well as have Mr. W. come talk to us. Hope this will be next week as all of us are reading about water. Decided that we should concentrate for a time on one aspect of this vast topic, and there is a great deal of material in Craig's book, The Wonder World of Science, and a Unitex pamphlet called "Water".

Spent a long time talking about behavior. Tried some role playing about follow-through and being considerate. The children were interested but didn't quite get the idea.

John finished tracing the map showing the rivers in Wilmington so he and Frank started enlarging it. That project occupies what was once a cozy reading corner and a work spot. We'll soon have to take out more than the five desks which we discarded earlier.

* * * * *

The play worked out by Group 2 about being considerate was fairly good. The children seem to understand now for when Phillip was socking Larry who was trying to work, someone said, "You're just like Edith in the play," and he subsided immediately.

John and Frank must have come to school early today for when I arrived, they were busily at work on their map.

All read and took good notes on water. They seem so interested in everything that it is really exciting at times. Certainly no day is ever long enough.

Had a good chance to evaluate with the boys and girls separately today and discuss what each needs to work on. The girls especially seem able to talk about the group process and understand what we are working for.

Mrs. S. gave us a poem arranged for choral speaking about the river and Miss B. reviewed a song called "The River" which the children learned last year. If we can keep from being submerged by all this water, all will be well.

What Came After

During the second half of the year this class concentrated on a study of conservation and other rivers in the United States. Their initial interest in the Delaware River served as a springboard for learning more about other sections of our country and their way of life.

Elevens and Twelves Are Responsible Citizens

Attack on Real Problems

Early in the year this class discussed some of the responsibilities of eleven and twelve-year-olds. There is a feeling of importance in this last year of elementary school when boys and girls become safety officers and hold the more important offices in our Student Council. Often they wish to extend their activities beyond the classroom and with guidance are able to do a constructive piece of work. Many natural situations arise which give opportunities for practical experience in skill areas and learning how to live well in school and community groups.

In November this group of elevens and twelves planned with their teacher to have a bake or food sale and contribute the proceeds to the PTA activity fund. During the planning period they listed these requirements for a successful project:

Thinking Through a Problem

1. Have a definite goal. Make estimates of the possible number of contributions from each room and probable receipts from them.

2. Complete the project in a week or ten days because interest cannot be sustained over a long period.

3. Have many small committees with definite duties for each.

4. Ask a few mothers to help on the day of the sale.

5. Ask the cooperation of the entire student body in getting contributions and buyers.

6. Advertise widely to establish a proper balance between contributions and sales.

The first problem was to devise some means of estimating the number and kinds of contributions. It was decided that a committee of twelve people, one from each classroom, would act as messengers to keep them informed. This plan did not work as the children's responses were not reliable so the group wrote a form letter and asked all members of the class to make ten copies. This called for a definite standard in handwriting and a careful check of spelling, capitalization and punctuation. The classroom messengers delivered the forms, visited the rooms once each day to collect those returned, and totaled the pledges.

Anthony's father contributed three-and-a-half cases of soda and a former student contributed six cases. It was decided that this should be sold three days before the bake so that on that day the children would be able to buy candy and cookies. Anthony acted as chairman of this committee. Each boy took charge of sales on one floor and worked out a schedule with the teachers. Accurate accounts were kept.

A group of girls took charge of popcorn sales. They priced packaged corn at the store then discussed buying in large quantities in order to make a profit. Finally they found they could buy corn on the cob from a farmer and a large can of peanut oil. The girls came to school at eight o'clock for three mornings and used two electric poppers so there would be plenty of fresh corn. One child contributed a box of salt and another 500 paper bags. The committee filled the bags and made quick sales at recess time.

The entire class made posters. They reviewed the principles of composition, proper balance, spacing, size of letters, centering of groups of words and color. One committee asked permission of the business people in the neighborhood to display the posters in their stores. Others were taken to stores owned by parents in other sections of Wilmington.

On the afternoon before the bake a group of workers arranged the tables in the lunchroom and decorated covers for them. This required accurate measuring, scalloping, and painting of autumn leaves and flowers. On the day of the sale the committee in charge of contributions collected them from their respective rooms and helped arrange them on the tables. Six mothers also helped. Sales of cookies and candy were made to the pupils during the lunch hour. During the afternoon each group of six pupils helping the mothers was relieved every half hour. In this way everyone had an active part and the confusion resulting from too many people in a small space was avoided.

Genuine
Success
Finds
Personal
Satisfaction

After school the money was counted and wrapped. Only one cake and a box of cookies were left so there was a great feeling of satisfaction that their careful planning had produced such good results.

The next morning after totaling profits someone suggested that the class write letters to all parents who had helped make the sale such a success.

This project was completed in seven school days and in that time gains were made in the following areas:

1. Oral discussion during planning periods
2. Evaluation of suggestions
3. Group decision-making
4. Letter writing
5. Handwriting: Special study to improve form in writing - W G S P T A t d p x
6. Vocabulary and spelling
7. Arithmetic: Emphasis was placed on accuracy in keeping accounts and many opportunities arose for the use of fundamental processes. Rules of profit, loss, and per cent were better understood.

Satisfaction Stimulates Emotional, Intellectual, Social Growth

Two record players and stools for the lunchroom were bought with the proceeds of the bake. Aside from the material gains, there were many intangible benefits from this experience: joy in a task well done, satisfaction resulting from success, and the realization that friendliness and cooperation make living and working together enjoyable.

SUGGESTED ACTIVITIES

The OVERVIEWS OF THE CURRICULUM OF KINDERGARTEN-PRIMARY and INTERMEDIATE LEVEL, CHARTS I and II, define the scope and the interrelationships of each area of curriculum development. The content of the curriculum is made up of experiences. In PROGRAMS IN ACTION there are described a number of experiences children are having in school. Each comprise many activities.

Activities are not ends in themselves; they are simply means of learning. What happens inside the child is the experience; the curriculum for each child or group is made up of these experiences.

The teacher provides activities which may contribute to the development of useful skills, sound attitudes, and mature behavior. The most important consideration is to be sure that rich and varied experiences are possible and that emphasis is placed on pupil participation in planning, carrying out, and evaluating the work.

This does not mean that the teacher's role is minimized in setting up a curriculum with children. She acts something like a catalyst which stimulates or accelerates an awareness in children that they need certain abilities and worthwhile purposes. It is her responsibility as guide and resource person to help enough to give a child a sense of security, but not enough to discourage initiative.

Children do not learn one thing at a time. Often the learning which is supposed to be incidental, or not even supposed to happen, is more important that the expected learning. For example, by learning music well, a child may achieve group status; by developing an arithmetic skill, he may feel more secure; by working a science experiment, he may improve in his ability to face reality.

For this reason it is difficult to list activities under any system of organization. The sampling of activities which follows does not represent an attempt to departmentalize or dissect the curriculum. Fortunately, the philosophy of our schools in Wilmington expresses clearly the fact that experiences should be unified and real. Experiences result from a number of rich and varied activities.

In order to facilitate the use of this material, activities are listed according to the areas developed in CHARTS I and II, OVERVIEWS OF THE CURRICULUM ON THE KINDERGARTEN-PRIMARY and INTERMEDIATE LEVELS. All activities listed under any heading will have concomitant learnings. For additional suggested activities individual supplementary bulletins should be consulted.

WE LEARN ABOUT OURSELVES

Some Suggested Activities

Learning to Express Oneself in Many Socially Acceptable Ways

Fours and Fives - Kindergarten

Discuss activities of members of the family. Organize materials for story charts about the home.

Draw original pictures to illustrate stories about the work of mother, father, the child and the different rooms of the home.

Make original booklets about the family.

Collect pictures to be used on the story charts.

Sing songs about the family.

Dramatize activities of the home, father's work, mother's work, and other members of the family.

Listen to poems about members of the family. Create poems about members of the family. Memorize favorite poems about the family.

Create stories about the work and pleasures of the home.

Continuing to Learn to Express Oneself Confidently in Socially Acceptable Ways

Fives, Sixes, and Sevens - First Grade

Build a block model of the community on a table or on the floor.

Compile individual booklets of all stories.

Make a moving picture of our helpers.

Write individual "thank-you" notes to people who talked to the group.

Find materials in reading and library books about helpers.

Make workers out of papier mache.

Create original stories, poems and songs about the helpers.

Dramatize stories and poems about helpers.

Expressing Oneself with Skill in Using Familiar Situations

Sixes, Sevens, and Eights - Second Grade

Draw model and cut out pictures of pets and the foods they need.

Make friezes and other art and handwork activities that will grow naturally from the children's interests.

Visit a zoo to see the different animals and how they live.

Plan, build, furnish, and equip a store, using discarded materials - clay, paper, wood.

Keep a scrap book or log of daily news events.

Draw a large airplane map of a farm in the community.

Visit Rockford Tower to get a bird's eye view of the city.

Keep a daily weather record.

Write, tell and read original stories to the class.

Dramatize stories read.

Sevens, Eights, and Nines - Third Grade

Share experiences through hobbies - sewing, cooking, clay modeling, simple weaving, building wooden figures, etc.

Make and use puppets to illustrate stories read or told.

Take part in supervision of safety regulations.

Join Cubs and Brownies and other such organizations.

Take part in city drives for fire prevention, spring clean-up, and gardening activities.

Compare family living on a farm in Delaware to family living in Wilmington by working with other groups studying housing - space, water supply, heating, food supply; clothing - made at home, purchased; employment - work, school, church, recreation.

Discuss the contributions the community makes to the state, city and schools.

Invite community resource people or groups to visit and help; for example, invite someone to show poison ivy and explain what the city does to control it.

Finding Satisfaction in Expressing Oneself in Many Ways

Eights, Nines, and Tens - Fourth Grade

Play simple instruments such as the flute and autoharp.

Make things, such as pictures, maps, murals, stage settings, exhibits, ceramics, leather articles and wood carvings.

Learn folk dances.

Take part in and write plays and skits.

Perform simple science experiments.

Visit exhibits, art galleries, museums and planetariums.

Nines, Tens, and Elevens - Fifth Grade

Set up and take part in shadow plays.

Help to set up and sponsor school projects as a circus or a fair.

Make illustrative slides.

Use an opaque projector to show paintings or drawings on the screen.

Participate on panel discussion.

Help paint scenery for plays, backdrops for puppet shows, etc.

Participate in class singing and the Glee Club.

Make various items of clay, either on the potter's wheel or by finger.

Tens, Elevens, and Twelves - Sixth Grade

Learn to weave, to dip candles and other of the household arts.

Listen to, read, and write about books and stories and other exciting, amusing and unusual experiences.

Enjoy picturesque expressions.

Discover the relationships between rhythmic patterns, notes, and other musical values.

Play in the school orchestra.

Engage in many team games as hand ball, soccer, relay races.

Learn basic social dance steps.

Conduct class meetings.

WE LEARN HOW GROUPS FUNCTION

Some Suggested Activities

Learning to Live in a School Group

Fours and Fives - Kindergarten

Sing songs in which classmates' names are substituted.

Play in a toy orchestra.

Work alone or with casual contact with other children while doing housekeeping jobs such as watering plants, cleaning up, feeding fish and birds.

Learning to Live in School Groups in Addition to One's Class

Fives, Sixes, and Sevens - First Grade

Explore with others the library corner, play areas, storage space, games and puzzle areas.

Share with others materials as crayons, pencils, paste, and other materials.

Share ideas and daily experiences.

Share programs with other classes.

Learning to Live in Many School Groups, with Ease and Facility

Sixes, Sevens, and Eights - Second Grade

Work on committees.

Discuss problems with the principal, other teachers, nurse, custodian, and cafeteria workers.

Plan parties for parents and holiday occasions.

Have younger brothers and sisters visit.

Study building exit and entrances for safety reasons.

Sevens, Eights, and Nines - Third Grade

Help select pictures for the room; arrange furniture, flowers, bulletin boards and exhibits.

Observe repairmen around the building.

Share class projects with other classes.

Plan the daily program.

Learning to Live Well in School and Community Groups

Eights, Nines, and Tens - Fourth Grade

Make announcements for the class.

Take part in many sports.

Evaluate progress, set up goals; plan individual time, budget, and schedules.

Acquire a hobby as stamp collecting, pictures, or following a baseball team.

Participate in scout activities.

Act as hostess and host at building events.

Accept leadership in school and community groups.

Tens, Elevens, and Twelves - Fifth Grade

Organize a class club.

Display work, collections, experiments, slides, charts, booklets, murals, and dioramas.

Read newspapers and keep up with current events.

Publish a school newspaper.

Plan and present programs to the other children.

Discuss and set up standards of property rights, responsibilities for such duties as homework, study habits, school jobs, etc.

Learning to Contribute To and Profit From Group Life

Tens, Elevens, and Twelves - Sixth Grade

Cooperate with such community projects as window decorations for holidays, parades, distribution of food, clothing and toys to needy families.

Report on significant current events that illustrate how democracy works.

Make charts, programs, etc.,about how our country is changing in ways of travel, communication, production, and consumption of goods, conservation, education, human rights, and entertainment. Take trips for study of these areas.

Plan and serve meals.

Share school projects such as friezes, murals, class collections, scrapbooks, and booklets with other groups.

Interview people who have traveled, industrial leaders, and other resource people in the community who can help with a unit.

WE LEARN ABOUT OUR WORLD

Some Suggested Activities

Beginning to Understand Family Life and Its Place in the Neighborhood

Fours and Fives - Kindergarten

Play in doll corner with playhouse equipment.

Play with wooden or rubber figures of family - building houses with blocks, stores, etc., and reliving family experiences.

Dramatize stories about family life.

Plan parties, making jello, apple sauce, frosted cookies for refreshments.

Build with big blocks - houses, stores, railroad stations, trains, buses in which to "live" and "work".

Listen to stories about families of other children.

Enlarging Understanding of Family Life and Its Place in the Neighborhood

Fives, Sixes, and Sevens - First Grade

Share classroom housekeeping chores as dusting, arranging books, watering flowers.

Construct a playhouse or store.

Make gifts for members of the family.

Draw a picture of what Daddy does to earn money.

Take a trip to the store, a market, a farm.

Draw pictures about the farmer's family.

Make up stories about what "I" will do when I grow up.

Continuing Growth and Understanding of Family Life with Conscious Recognition of Privileges and Responsibilities of the Individual

Sixes, Sevens, and Eights - Second Grade

Interview, observe, talk, and read about other people who help us; the fireman, the postman, the grocerman, the policeman, the farmer, the telephone man, the plumber, the electrician, the doctor, the nurse, the teacher, the druggist, the scientist, the architect, etc. - sharing personal experiences or contacts with any of these with the class.

Take trips to the firehouse, the bakery, the library, the supermarket, the farmer's market - visit the post office by going there to mail letters home such as valentines or invitations to a class entertainment and follow the letters through with the permission of the postmaster.

Make a list of the things the farmer needs that he cannot find on his farm.

Make a list of the things that we need from the farmer.

Listen to such stories as "Under the City" and become aware of the many things that go on under and in the city to make our living comfortable; the water pipes under the city, the sewer pipes to take away the waste, the many wires above and under the city to bring the telephone to our house, the television, the pipes that bring gas to our homes, etc.

Experience as a class group a trip on a bus or train, buying tickets, riding and returning.

Understanding How We Live in Wilmington

Sevens, Eights, and Nines - Third Grade

Make a mural of people at work in Wilmington.

Lay out a miniature "carton" city.

Arrange display of modes of transportation in own community.

Draw simple map on immediate community including pictures of our house, our school, our church, our stores, our fire department, and other important buildings and landmarks.

Make a "roller movie" of NOW AND THEN IN WILMINGTON.

Dramatize the life of the Indians and settlers of our community.

Visit Marine Terminal to see ships from other countries and the products they bring us.

Understanding Life in Our Region and Others Like Ours

Eights, Nines, and Tens - Fourth Grade

Visit Rodney Square and Old Town Hall.

Study the importance of transportation as related to our need for help from others.

Consider fire, police, traffic, and other community problems.

Read and listen to stories about children who use different foods, toys, homes, etc., than we do.

Invite parents to tell of their occupations and part in community life.

Write words to songs telling about city life, the great Delaware River, the ships from far away.

Understanding the Role of the Individual, the Family and Other Groups in Building Our Country

Nines, Tens, and Elevens - Fifth Grade

Elect committees to care for the school grounds, the halls, the library, exhibit rooms, bulletin boards and the cafeteria.

Publish a class newspaper.

Make collections and exhibits to show what materials we get from the rest of the country and what materials we sell to others.

Dramatize the working and living of the people who came to America.

Dramatize events in the lives of famous men such as Washington's surveying, Jefferson's ideas about free schools, the Delegates' meeting in the Independence Hall, Franklin's inventions, and Carver's work on plants.

Make a wall map and show by colored yarn routes of explorers, trade routes of sailing ships, of steamships, and of airplanes.

Make a parade of progress panel in any area, such as transportation or communication.

Understanding the Role of the Individual, the Family, and Other Groups in a Democracy

Tens, Elevens, and Twelves - Sixth Grade

Dramatize outstanding events in early American history.

Visit Betsy Ross House in Philadelphia.

Make a mural to show how man controls his environment and adapts himself to it, and how this relates to science and to progress in man's ability to use and control the achievements of science.

Make a collection of kinds of soil and rocks. Collect pictures of different kinds of weather, land, etc., and relate the two.

Study natural resources of different countries, world trade, and money, by making collections, having exhibits and making charts, graphs, etc.

Use library facilities to collect data for use in reports, planning of projects, etc.

Read stories, reference books that give different viewpoints, textbooks, and biographies and discuss these to show how countries are affected by events and leaders.

Make dioramas, murals and pictures to show that all people are essentially alike and are becoming increasingly interdependent although ways of living are different due to environment and cultural heritage.

WE DEVELOP THE SKILLS AND TOOLS WE NEED

Some Suggested Activities

Learning and Building a Readiness for a More Mature Learning of Needed Skills and Tools: Arithmetic, Language Arts, Science, Social Studies, the Arts, Health, Physical Education and Safety

Arithmetic

Fours and Fives - Kindergarten

Play counting games.

Get a special number of chairs ready for the story hour circle.

Count the number of people in one's family.

Count the number of bottles of milk needed for the class.

Count the number of doors and windows in the room.

Count the number of rhythm sticks in the toy orchestra.

Fives, Sixes, and Sevens - First Grade

Sing number songs like Ten Little Indians.

Read and write the dates on the calendar.

Use telephone and house numbers.

Serve cookies at a party.

Tell time - time for recess, time for play, time for work, time for lunch, time to go home.

Find page number of a favorite story.

Sixes, Sevens, and Eights - Second Grade

Discuss cost of items purchased in the cafeteria.

Count number of absentees, empty milk bottles, days before a holiday, and other things associated with classroom living.

Play games with numbers emphases as: dominoes, ring toss, jacks, bouncing balls, and store.

Keep a classroom chart of heights and weights of girls and boys.

Draw clocks for a make-believe clock shop; include types of clocks as cuckoo, grandfather, kitchen, mantle, and alarm clocks.

Make a large cardboard thermometer with movable red tape attached to white tape which will be set by committees to show temperature at given time of day.

Sevens, Eights, and Nines - Third Grade

Measure paper for specific wall spaces for murals and posters.

Plan for a trip, estimate the amount of spending change needed.

Read a tape line to find distances that classmates can jump.

Make graphs showing number of children buying lunch daily.

Tell time for special activities as: time for music, time for special radio program, time for Student Council meeting.

Eights, Nines, and Tens - Fourth Grade

Play games requiring scores.

Read thermometer and keep graphs of temperature changes.

Experiment with dry and liquid measures.

Plan for parties; estimate cost of refreshments, amounts to be made and served.

Buy and sell in a play store.

Solve problems about costs of materials for projects.

Nines, Tens, and Elevens - Fifth Grade

Plan a school magazine or paper.

Collect and sell scrap paper to earn money.

Learn note and rest values in music.

Make cookies for a party. Use a recipe.

Decorate and furnish a library corner.

Plan a school garden.

Tens, Elevens, and Twelves - Sixth Grade

Give a play, make scenery, sell tickets, keep account of expenses.

Discuss out of school activities as hobbies, family trips, budget and saving habits.

Carry on science projects involving reading a barometer, measuring rain, and keeping a rainfall chart.

Make friezes, murals, scrap books, favors, puppets, stage settings, and other activities involving measuring.

Take a trip to an old coin shop.

Keep a record of the amount of money spent during the week.

Language Arts

Fours and Fives - Kindergarten

Plan for room activities.

Discuss trips and activities.

Listen to stories read or told by the teacher or children

Listen to workers tell about jobs in the building.

Make up original stories and poems dictated to the teacher.

Interpret stories through dramatizations: play family life by dressing up as mother, etc.; dramatize to music such as "How Do You Do My Partner?"

Fives, Sixes, and Sevens - First Grade

Listen to radio and television programs and retell to the class.

Make oral reports on recordings, pictures, stories, and poems.

Make dictionary charts using pictures.

Make chart stories about toys and games.

Make booklets on trips made with the class or with parents. (Dictated)

Label pictures and objects around the room.

Sixes, Sevens, and Eights - Second Grade

Listen to stories, poems, directions.

Listen to reports, readings of instructions, announcements.

Tell original stories about experiences.

Compose class stories, poems, charts, etc.

Participate in choral speaking.

Dramatize stories.

Use tape recorder.

Sevens, Eights, and Nines - Third Grade

Write individual poems, stories, reports.

Read signs, stories, library books, menus, letters, directions, etc.

Write letters of thanks, invitations to class activities, to children who are ill.

Fill out library cards.

Write announcements or notices for the bulletin board.

Take part in listening and speaking activities

Eights, Nines, and Tens - Fourth Grade

Use a table of contents, dictionary, encyclopedia.

Keep minutes of meetings, notices, letters.

Use books for information about hobbies, problems in social studies, etc.

Make reports on books read in order to encourage others to read them.

Make short talks on trips, activities.

Keep a vocabulary list.

Take part in group work suggesting activities and discussing group problems.

Nines, Tens, and Elevens - Fifth Grade

Plan daily programs, class projects, assemblies, exhibits, club activities.

Interview visitors.

Discuss current events, articles brought from home, radio programs, hobbies, and other outside interests, personal experiences, etc.

Write diaries, logs, reports on information from material not accessible to the class.

Act as secretary for the group.

Use the library to develop wide reading interests.

Tens, Elevens, and Twelves - Sixth Grade

Take charge of games or stories for smaller children, of class groups.

Make a school newspaper.

Use a duplicating machine, record player, opaque projector, tape recorder, and slide projector to illustrate work in language arts done as a group or individually.

Discuss original stories and poems, school problems, programs, etc.

Make booklets and exhibits about activities.

Make progress reports, reports on current events, concerts, student council, and other student activities.

Science

Fours and Fives - Kindergarten

Care for plants, pets and birds.

Collect plant seeds and watch them grow.

Visit children's homes to see their pets.

Take a trip to the zoo.

Make pinwheels.

Fives, Sixes, and Sevens - First Grade

Take walks to observe seasonal changes.

Watch street and road constructions.

Set up an aquarium or terrarium.

Find out how seeds sprout and grow.

Experiment with the different forms of water.

Collect leaves, rocks, and shells.

Sixes, Sevens, and Eights - Second Grade

Watch repair work going on in the building.

Study water pipe lines in the building.

Study simple machines.

Make paper airplanes and toy boats powered by rubber bands.

Collect and study seeds, tree barks, and flowers in the neighborhood.

Sevens, Eights, and Nines - Third Grade

Take trips and observe how weather and seasons affect people's ways of doing things.

Observe trees or shrubs and other plants to see how they change.

Measure temperature changes.

Keep a daily weather record.

Keep a toad, snail, salamander, or small turtle noticing how it changes.

Find and study food plants.

Eights, Nines, and Tens - Fourth Grade

Gather, label, and exhibit specimens of rock and soil found on trips.

Use reference books, pictures, films, and people to study materials such as plants and trees seen on trips.

Take trips to see how industries are using different products.

Take trips to study plowing, harvesting, mining, lumbering, control of insects, control of soil erosion, crops usually growing nearby.

Study heating, lighting, ventilation in school and at home.

Make exhibits of kinds of foods.

Nines, Tens, and Elevens - Fifth Grade

Examine tools to see how levers, wheels, gears, axles, and inclined planes are used.

Make models of machines including simple electromagnets, pulleys, simple telegraph sets.

Take apart old electrical equipment and useless appliances to see how they are made.

Study the effects of light, soil, and moisture on plants kept in the classroom or school garden.

Care for a school garden or nearby lot or garden at home.

Visit recreational areas nearby, studying woods, streams, and parks.

Tens, Elevens, and Twelves - Sixth Grade

Perform experiments with air, water, fire; such as pouring air from one glass to another under water, making a siphon, putting a milk bottle over a candle standing in a dish of water.

Make carbon dioxide by adding vinegar to baking soda. Use it to put out a candle and to blow a cork from a bottle.

Bring a chemistry set to school and demonstate simple tests, etc.

Visit community health departments.

Visit the Brandywine Valley area to study conservation.

Social Studies

Fours and Fives - Kindergarten

Build a playhouse.

Dramatize roles of members of one's family.

Make a picture book of one's family.

Take a tour of the school; meet the school's helper, the principal, the secretary, the janitor, the doctor the dentist, and the nurse.

Make presents for mother.

Fives, Sixes, and Sevens - First Grade

Invite our community helpers to school to talk to us about their jobs.

Build a grocery store.

Build a block replica of our community.

Dramatize the work of the helpers in our community.

Visit a bakery, creamery, meat processing plant and a market.

Write stories about our helpers.

Sixes, Sevens, and Eights - Second Grade

Take a trip to the ice cream plant or other industry or business nearby.

Talk to workers.

Make charts and booklets about people who make our clothing, people who help us travel, or people who produce our food.

Write a letter to the dairy asking for permission to visit their offices and plant.

Make a roller movie of life on the farm.

Take a trip to a farm.

Sevens, Eights, and Nines - Third Grade

Make a booklet of our community's famous people.

Read about the Lenape Indians.

Make an Indian village.

Read stories about childlife among other people.

Make a map of the neighborhood surrounding Rodney Square.

Eights, Nines, and Tens - Fourth Grade

Bring in articles made by the children's families.

Use a road map to find railroads and highways.

Take a bus trip around Wilmington to see industrial plants, etc.

Plan and make a visit to the Marine Terminal when a foreign vessel is in the port.

Make a large map of the Delaware River area.

Make booklet on Delaware.

Visit Dover, the duPont Mills on the Brandywine, and Town Hall

Read about and discuss life in the Chesapeake Bay region.

Find out if there are other regions like ours and different from ours.

Nines, Tens, and Elevens - Fifth Grade

Keep a weather record for the United States using weather maps

Make models of airplanes, boats, used in explorations at different times.

Make a collection of raw materials used in the United States.

Make a collection of products made in different areas of our country at different times.

Exhibit a doll collection showing costumes of different periods and places in the United States.

Have a THEN AND NOW program planned and given by the class.

Collect recipes for regional dishes.

Tens, Elevens, and Twelves - Sixth Grade

Make a picture dictionary of new words in a study of other countries.

Dress dolls of children of other lands.

Make an exhibition of charts showing products bought from other countries and sold to them.

Study weather in different places, including hurricanes and other phenomena.

Make an exhibit showing how shelter, clothing, and food are affected by climate, environment, and cultural background of the people.

Make dioramas showing different methods of transportation and terrain.

The Arts

Fours and Fives - Kindergarten

Make large drawings and paintings illustrating interesting experiences.

Make clay animals.

Play with rhythm instruments.

Dramatize songs and nursery rhymes.

Fives, Sixes, and Sevens - First Grade

Continue to experiment and work with crayon, paint, clay, paper, paste, scrap material and wood.

Make party decorations.

Illustrate original stories.

Take part in singing, singing games, and rhythms.

Create simple songs.

Sixes, Sevens, and Eights - Second Grade

Make decorations for the room.

Arrange simple art exhibits.

Sew simple articles.

Make papier-mache puppets.

Dramatize songs through rhythms.

Create songs and dances.

Sevens, Eights, and Nines - Third Grade

Use creative designs on mats, programs, wall hangings, and book covers.

Make three dimensional pictures.

Construct a miniature cardboard community or town.

Learn folk songs and dances.

Make a class booklet of creative poems.

Eights, Nines, and Tens - Fourth Grade

Hold exhibits of art work.

Block print textiles.

Carve soap models.

Write a group play, build scenery, decorate the set, make posters and announcements for it.

Arrange bulletin boards.

Learn folk and square dances.

Learn two-part songs.

Nines, Tens, and Elevens - Fifth Grade

Use color freely to encourage sense of design.

Make signs, posters, large murals, illustrations, and constructions to use in social studies and language arts.

Illustrate booklets, using lettering and stencils.

Play an instrument.

Make instruments from simple materials.

Make model airplanes and boats.

Tens, Elevens, and Twelves - Sixth Grade

Give a puppet show.

Make papier-mache masks.

Make letter and program booklets.

Decorate pottery.

Listen to music of the masters.

Sing songs involving three-part singing.

Health and Safety

Fours and Fives - Kindergarten

Learn name of school, where to cross streets, how to obey traffic light.

Visit safety patrol and traffic policeman.

Play simple games and activities such as leaping, running, throwing a ball, racing.

Wash hands before eating, be happy and pleasant during meal times.

Use playground equipment safely.

Fives, Sixes, and Sevens - First Grade

Help in regulating details of rest period in school.

Watch rest habits of pets.

Select and purchase lunches. Help serve food such as milk and crackers.

Play circle ball, have relays, jump rope, throw at targets.

Practice keeping to right when walking.

Study traffic signals.

Sixes, Sevens, and Eights - Second Grade

Make up rules such as:
Cross streets only at corners.
Stay away from fallen wires.

Play follow the leader, imitate clown.

Have a play store project to find out which foods should be kept cold, what foods need washing, how other foods are handled.

Make picture charts of rainy day clothing and good weather clothing.

Watch food habits of pets.

Sevens, Eights, and Nines - Third Grade

Draw clock faces to show when different age people need to go to bed.

Take trips to places where food is prepared, in school cafeteria, bakery, and ice cream company.

Have experiments about lighting in the room.

Have experiments to show effects of light and water on plants.

Have visits by resource persons in the community: policemen, firemen, postmen, park guards, civic leaders, etc.

Watch dental hygienist demonstrate proper use of toothbrush.

Learn rules for bicycle safety.

Visit dairy farm and store to study care of foods.

Eights, Nines, and Tens - Fourth Grade

Keep individual growth charts.

Talk about and plan a well balanced diet.

Make surveys about cleanliness conditions in school, classroom, school ground, and community.

Take part in activities such as folk dancing and tumbling.

Serve on committees to care for areas in and around the school.

Nines, Tens, and Elevens - Fifth Grade

Make charts, graphs, or booklets to show basic daily foods.

Raise plants in different kinds of soil to show need for minerals.

Make exhibit of dolls with appropriate clothing for different activities, weather and climates.

Take charge of light, ventilation, and temperature of room.

Use a light meter to measure light and check all decorations to see that they do not interfere with light.

Arrange a schedule of time to care for grooming.

Review all safety rules, especially for bicycles.

See films about how germs are spread.

Tens, Elevens, and Twelves - Sixth Grade

Plan, cook, and display sample meals.

Take charge of lost and found articles.

Check safety practices on school grounds, in halls, buses, and other areas.

Collect samples of fibers and study characteristics of each.

Study lenses to see how glasses help correct faulty vision.

Make poster charts.

Supervise smaller children during rest periods.

Dramatize events that have helped improve sanitation and health.

CHAPTER V

EVALUATING GROWTH IN THE ELEMENTARY SCHOOL

The Meaning of Evaluation

The term "evaluation" as used in this chapter refers to the processes used by all those concerned with education - the child, the teacher, the principal, the parent, the supervisor, or others - in determining the development of the child in relation to the goals established in various areas, as well as the methods used in interpreting this growth to parents.

Not too long ago when it was believed that education belonged to the schools alone, and the curriculum consisted of the three R's, we usually thought of evaluation as meaning the grading of children in terms of fixed standards which took place at certain times during the year. Today the teacher is concerned not only with the academic growth of the child but with his physical, social, and emotional development. He considers the child's activities at all times - at school, at home, at the club, at church, and on the street. For example, the child's choice of television programs, his relationships with his neighbors and his family, as well as his own ability to evaluate his development are considered in evaluating his growth toward successful citizenship in his home, his school, his community, his nation and his world. This is done daily by the children when they applaud Carol's reading of a short story and Alice says, "Carol read that very well, didn't she?" or when the leader of a group which is practicing a play says, "Miss Jones, could you help Mary? She is having trouble reading her part in the play." The parent is evaluating when she says, "Lois is terribly shy. She just won't talk when we have a guest in the house." The teacher is evaluating every time she praises or condemns, every time she marks an example wrong or right, every time she gives a smile of approbation or a frown of displeasure.

In addition to the informal type of evaluation described above, there are the more formal types when a written report of the child's progress is sent to the parent, or a conference is held when the teacher and child, teacher and parent, or teacher, parent and child meet to discuss the child's progress.

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Evaluation Through Conferences

Establishing Goals

A prerequisite for all types of evaluation is an agreement upon an understanding of the goals established for and by the children. If the parent's main concern is that Tim get all "A's" when he is in junior high school, if Tim's desire is to do whatever he wants when he wants to do it, if the group's acceptance and re-direction of an arrogant, domineering Tim is the teacher's main concern, then the conference has failed before it has started unless the teacher is skillful in harmonizing the goals of all concerned.

Long before any evaluating or reporting is done the teacher acts as a guide in establishing the goals. First she has a conference with former teachers of her group, studies the cumulative records and familiarizes herself with the needs of the new group. The children and teacher, planning together, discuss and establish desirable goals for the class as a whole. Goals for particular children are established during child-teacher conferences. Parents, too, should assist in establishing these goals as they attend home room meetings or talk with the teacher about a particular child. These goals may differ from room to room and from child to child. In certain areas, the goals for a child with an intelligence quotient of 130 for whom his parents are planning a college education are very different from those for a child with an intelligence quotient of 74, but in other areas they may be similar. The important point is that all concerned should agree upon and be familiar with the goals established.

Preparing for Evaluation

The way the teacher prepares to evaluate the development of a child depends upon the purpose of the evaluation and the scope of development to be evaluated. While we know the child's mental growth is closely related to his physical, social, and emotional growth, there may be an occasion when the teacher would like to evaluate one of these; for example, social growth. Then the concern would be with the child's relationship to his classmates and others, and how he was developing in relation to his previous social adjustment. To do this, information is needed from previous teachers, such as accounts of previous reports and conferences, anecdotal records, sociograms, health reports, and if possible information from other groups to which the child belongs. Achievement test results and the child's growth in the skill subjects would be used only as they had bearing upon his acceptance or rejection by the group.

For most evaluation, however, the teacher will need a variety of information of both the objective and subjective types and should include all or some of the following:

1. A collection of work accomplished by the child and, perhaps, a written evaluation of the work according to his ability and school level
2. Anecdotal records which should include the quality of the child's participation in any group or activity
3. Cumulative records
4. Health history
5. Sociograms
6. Conference reports
7. Written reports
8. Results of intelligence tests and achievement tests
9. Case history
10. Reports from special teachers

After assembling all of these data, the next steps are to analyze them and determine what is happening to the child as shown by his behavior, to know the activities the teacher has used to assist the child in his growth, to recognize the procedures which have failed and succeeded with a particular child, and to reach decisions concerning possible improvements and ways in which these improvements may be realized.

Evaluation With a Child

During a discussion geared to the age, ability, and maturity of the child, the following factors should be considered in successful conferences. Not all of the factors should be evaluated in any one conference.

An evaluation of such work-study skills as the use of materials, the use of library facilities, his contributions as a member or leader of a committee, his participation in group discussions, and his ability to handle reference materials, maps, charts, and other resources

An evaluation of his creative ability (the originality of his ideas and his skill in using different media to express himself)

An evaluation of his growth in the skill subjects (the tools of communication, number concepts, and his ability to use the fundamental processes)

An evaluation of his growth in critical thinking

An evaluation of his growing ability to see his own progress and use evaluation as a guide rather than a judgment

The extent to which the teacher or child should participate in the conference depends upon the maturity of the child. A first grader's reporting would be much more limited than that of a ten-year-old, but all have something to contribute and should be urged to do so.

Conference with Parents

Since most adults are convinced that the conference is an instrument which can accomplish excellent results, conferences have become so common in our culture that we usually expect most of our affairs of government, community, and clubs to be settled in this way. For this reason a conference is probably the best instrument we have for reporting and evaluating our work with a child.

A well prepared teacher and a well prepared parent guarantee a successful conference. The teacher may facilitate the parent's preparation by asking her to bring definite information about her child's habits, use of leisure time, and other pertinent material to the conference. The teacher prepares an outline of the various areas she wishes to discuss with the parent such as the child's strengths and weaknesses, ways she has tried to help him, and plans for the future, and allows time for parent information and suggestions.

The physical conditions of the room where the conference is to be held should not be ignored. Even though a teacher may find it necessary to use her classroom for the conference, she should provide a comfortable, attractive area where privacy is certain and a welcome assured.

In preparation for the conference the teacher has with her a folder containing samples of the child's work, any evaluations made by the child and a record of various activities in which he has participated. She should also have an outline of the various areas which she plans to discuss with the parent, notes about the child's strengths and weaknesses, the ways in which the teacher has attempted to help the child, her plans for the future and other suggestions. The teacher should be aware of scores on intelligence tests and achievement tests but not divulge them, as such, to the parent. An interpretation of strengths and needs revealed through tests is important; scores are merely relative and frequently incorrect.

Because the teacher may have made detailed notes in preparation for the conference it does not mean that she is going to lecture the parent. She is well prepared so that she may provide the parent with the information he wants and be able to substantiate her remarks with actual examples.

When the parent arrives the teacher should be friendly and help the parent feel at ease. Sometimes it is wise to start the conference with a question such as, "Have you noticed a change in Bill?" or "What does Bill do on Saturdays?" The teacher should be a good listener so the parent will have a feeling of sympathetic understanding. She should show acceptance of the child, appreciation of his good qualities, and concern, rather than annoyance, with any problems. Since the parent's help and respect are vital to the success of her work, the teacher should stress the importance of home and school working together and encourage suggestions and questions. Any information which the teacher gives to the parent should be beneficial to the child and helpful to the parent. Inasmuch as I.Q.'s and achievement test scores may be misinterpreted by the parent, the teacher does not discuss them. Instead, she uses this information to help her determine whether or not the child is working up to his ability and the amount of growth being realized. Then she enlists the parent's help in providing the child with the necessary motivation so the maximum growth may be realized. The conference should end with a summary in which both parent and teacher have definite plans as to how they may help the child. In any successful conference the teacher and parent learn from each other how they may best help the child.

Following the conference, the discussion should be summarized by the teacher and placed in the child's cumulative folder. Sometimes it is helpful to provide the parent with a copy of the summary.

Three-Way Conferences with Parent, Child, and Teacher

Frequently it is desirable to confer with child and parent. To have the child present as a passive member of a conference is valueless and might be very devastating. To prevent this and assure the active participation of the child, he must be well prepared. Prior to the conference the child and teacher meet to discuss the child's progress. At this time he would be urged to evaluate his behavior and work and suggest areas in which improvement was necessary. The teacher would assist him with this as they review his attitudes and activities. Then the teacher and child together would decide upon the reporting each should do.

For example, Jack could say, "This is the type letter I wrote in September and this is the one I wrote last week. See, it is much better. I just forgot a comma here and here."

The teacher then might add, "But we feel it could be better don't we, Jack? I wonder why you forgot the commas? Are you forgetful at home?"

This gives the parent an opportunity to speak about his carelessness at home. Then together they can decide upon ways to overcome this.

The part each would play would vary from conference to conference but at all times the teacher must be sure the child does not feel he is being criticized. Instead he should feel both parent and teacher want to help him and he must want to be helped.

The following illustrates several kinds of notes teachers feel are valuable.

Conference Record

Name of Child ____________________ Grade 1

Social Adjustment

Appears mature	:	superficial self-assurance, alertness in grasping new situations
Insecurity	:	short attention span, and uses attention getting methods
Treatment	:	give much praise to good work and good actions. Treat wrongs with firmness but not in front of audience

Academic Progress

Has excellent potentialities, but will not produce to the best of his ability until he finds security and sufficient interest in class activities.

Number concepts good - could be better if he could be challenged to do required work.

Reading: He can read the various colors. Chart experiences have little interest for him. We are using his original stories to try and stimulate interest in reading.

Date__________________

Conference Record

Name of Child________________Grade 3

Personal and Social Development

Ambitious, persistent in her efforts, takes pride in a job well done. Neat and meticulous. Assumes responsibility for seeing job through to satisfactory conclusion. Takes responsibility for mastery of skills needed in her work. Friendly, active, and enjoys group play.

Area of Marked Improvement

Meticulous worker, tended to strive for perfection so work was necessarily slow. Now works carefully and meticulously, but at a more rapid rate,

Tendencies Needing Guidance

Inclination to be too exclusive in her friendships (one or two chosen friends).

Tendency toward competitiveness in area of scholastic achievement and unnecessary concern if she fails to make a perfect score.

Scholastic Achievement

Excellent in all areas.

Language Arts

Is a voracious reader, enjoys sharing stories enjoyed with others, reads well orally, excellent comprehension, learning to use appropriate tools of word mastery.

Enjoys writing original stories, letters, reports. Content is interesting, well organized. Handwriting is well formed, attractive and neat. Spells with ease - takes responsibility for mastery of words needed.

Enjoys participation in dramatics and rhythms and creates original plays.

Comprehends number relationships, attacks problem solving logically and ingeniously, is accurate in number skills.

Art work reveals a feeling for color and a sense of proportion, work is well planned.

Social Studies

Contributes ideas and considered judgments in class discussion. In our study of man's use of tools and machines, she has contributed both pertinent information and artistic expression.

Date____________________

Conference Record

Name of Child________________, Grade 3

Personal and Social Development

Reduction of personal tensions has been and continues to be one of our major goals. Alfred is inclined to be tense, high-strung, very excitable, and easily distracted. Have noticed very evident reduction in tensions. Now rarely resorts to such mannerisms as hand-clapping, arm waving, or strange vocal noises at inappropriate times. He is gaining in self-control and exhibits more appropriate self-direction in the halls, cafeteria, playground, and lavatory. He is a most friendly, kind, sympathetic boy. Sincere commendation fosters real effort toward further progress.

School nurse re-checked his hearing. Now feels it is no longer necessary for him to attend lip-reading class. We seat him where there will be a minimum strain on his vision.

Ability to concentrate for longer periods of time has increased; has learned to settle down to a job and see it through. His work habits have improved greatly and he seems to be experiencing real pride in a job well done.

Scholastic Achievement

Reading progress has been rapid; fluent word calling, now working on greater comprehension of material read.

Has good memory; can retain spelling vocabulary memorized.

Word mastery: needs added techniques of word mastery as word discrimination, phonetic attack, endings, prefixes, and others

Improving steadily in mastery of cursive writing.

Number relations: difficulty comprehending them; relative sequence of numbers as relationships involved in adding, subtracting, or multiplying are all very difficult for him. We are working with many concrete aids such as grouping objects in various relationships, counting, etc. Attempts at problem solving are laborious and frequently frustrating. We are working primarily to avoid such frustrations and to help gain clearer insight into numerical relationships.

Enjoys constructing with wood and tools and has participated enthusiastically in our study of man's invention of tools and machines to add comfort and convenience in his living.

Enjoys taking part in dramatization and he has engaged enthusiastically in the class play which we are now working out.

Date________________________

Conference Record

Name of Child________________ Grade 4

Social and Personal Development

Vivacious, fun-loving, keen sense of humor, very active; has unusually good body coordination which is apparent in playground activities, in rhythmic expression, and in her use of materials which require fine coordination of hand and finger muscles, e.g. painting, clay modeling, and writing.

Rich imagination - dramatic approach. Has initiative and leadership in organizing group activities. Sometimes too busy but is generally liked by her classmates. Is less exclusive in her friendships than last year. Independent, self-reliant. Takes responsibility and sees a job through.

Scholastic Development

Scholastic progress is satisfactory in all areas. Reads comprehensively, uses the library to advantage, spells with ease and writes fluently, has good sentence sense. Content of written work is unstilted and ideas well organized. We are working for greater independence in word attack in reading. Reading vocabulary is slightly lower than comprehension. Her understanding of arithmetic (fundamental knowledge) is satisfactory. Understands fundamental operations, but has some difficulty in subtraction where borrowing which includes zeros is involved, am giving her special help with this. Extremely creative in the area of the arts: language expression, dramatization, rhythmic expression and fine arts. Has real ability in painting and drawing. Loves to sing and dance, has a true, sweet singing voice. Although her greatest satisfactions are in the art areas, she has contributed to our social studies projects. She shared in a small group enterprise, the construction of a large floor map of part of our school building during our study of maps.

Date____________________________

Conference Record

Name of Child ____________________ Grade 4

Social and Personal Development

Evidence of improvement in Charles' emotional stability, happier, better adjusted boy than at the beginning of the year, no longer demands an unreasonable amount of attention, can accept disappointment without great emotional disturbance, can face small failures without frustration.

Conscientious, dependable in carrying out responsibility, and very neat and orderly in personal living.

Enjoys active outdoor play and team games, is excellent ball player which gives him prestige with his classmates.

Scholastic Development

Learning to read has been a very difficult and tedious process but he is making progress, although he is still reading below grade level. Recently he has shown real interest and persistence in reading, is moving ahead more rapidly. Has very limited insight into word sound and word blends (noticed in mastery of reading vocabulary and in independent word mastery in spelling). Seems unable to correlate letter sound with visual image, or has decided reversal tendencies, needs and is receiving much individual help. The writing of spelling words is more helpful to him than the spelling of them orally.

Ability to see number relationships has increased, but he still has great difficulty grasping fundamental knowledge. Ability in computation has increased but needs much additional practice in mastery of number facts, particularly the multiplication combinations and division facts.

Written work: neat, writes satisfactory letter, simple story or account of experience but requires constant help with spelling.

Music: sweet, true singing voice. Could be more helpful in class.

Has good background of general information related to animal life, fishing, and farm activities. Has expressed great interest in learning to run the strip, film machine, and movie projector. Likes to work with tools and wood. Interested in social studies (cotton and its uses). Appointed to Safety Patrol from class.

Date______________________

Narrative Reports

Wilmington's elementary schools are required to send to the parents of each child a summarizing narrative report of the child's growth and achievement at the end of each school year. Two additional formal reports are required for each child. These may be narrative reports or conference reports. Each school determines the nature of the reporting to be done. Because reporting to parents through narrative reports or conferences is time consuming, some released time is allowed for this purpose, the amount to be determined by the superintendent at the beginning of each school year.

The teacher's preparation for the narrative report is similar to that necessary for a conference. Now, however, an added skill is necessary - the ability to summarize the child's growth in the various areas so the parent understands the child's strengths and weaknesses, the ways the school has attempted to help him, the ways in which the parent may help.

The letter should convey interest, an understanding of the child, and a sincere desire to help him. A great deal of tact is necessary to convey the meaning intended, and not have the parent misinterpret the facts presented. Generalizations should be avoided. For instance, if a child consistently does inaccurate, careless work, and fails to complete assignments, the teacher would not say the child was careless or shiftless. She would give specific examples to point up the child's behavior, and let the parent do the generalizing.

Early in the report, the child's successes should be mentioned. This should be followed with definite information about the child's physical growth and activity, his social development, and his emotional maturity, as well as his intellectual achievement in the various skill subjects. The need for cooperation between school and home should be emphasized. The report should close on an optimistic note.

The child's effort and achievement should be compared with his previous effort and ability, not with that of other children. Statements that a child is working on a certain grade level may be misleading to the parent and cause unnecessary concern. Instead, a teacher might mention the child's growth in the use of certain skills and new skills acquired. Whenever a teacher intimates a child's growth in any area has not been as great as it should be, she should be sure to state ways in which she has tried to help him be more successful.

Some Illustrations of Narrative Reports

Following is a sampling of reports written to parents. A study of these reports may help the teacher become aware of approaches to reporting.

> Leslie - a six-year-old. Leslie has been our representative to the Leaders' Council and has done an excellent job of reporting the happenings at Council to the children in the room. He listens to and follows directions carefully. He obeys rules, particularly those concerning halls, cafeteria, playground, and street. One of Leslie's strong points is the variety of ways in which he expresses himself.
>
> Leslie is forming desirable reading habits, understands what he reads, and is beginning to learn new words for himself. He has read four preprimers and most of the following primers: Fun with Dick and Jane, Day In and Day Out, The Little White House. He shows growth in manuscript writing, and is beginning to write short, original stories.
>
> Leslie has shown much progress in using original and free expression in art work. He participates in singing, rhythms, and simple dances. He guided the class in choosing good songs for our assembly. At one point in our discussions he said, "That isn't a very good song."
>
> Leslie can work by himself, or with large or small groups. He plans and participates in parties, plays, and assemblies with ease. He enjoys, in a quiet way, the humor he finds in people, stories, and situations.
>
> Leslie has shown much progress in developing an understanding of numbers. Many times during the year, he was very careful to ask if he didn't understand. He can read and write most of the numbers to 100. He is learning simple addition with sums of 10 or less and can use them in lifelike situations.

Roger - another six-year-old. Roger's attitude and effort have been all that one could wish for or expect when he has been able to attend school. Unfortunately, however, his scholastic progress has been very slow. Frequent and sometimes prolonged periods of absence, now totalling more than eleven school weeks have been serious obstacles, and have made it impossible for him to have acquired any continuity of experience. Fear and pressure add to Roger's confusion. Patient guidance and encouragement call forth his best efforts in school.

Roger likes to listen to stories and has a nice sense of appreciation, but as yet, his mastery of reading is almost negligible. Learning to write has proved a very tedious process. He is left-handed and, along with poor coordination, he tends to write letters backwards. This reversal tendency is apparent both in writing and in reading. His understanding of the most simple number relationships is very limited. He can count to ten, write numbers to ten, but has not yet grasped the meaning of adding and subtracting.

Roger is generous, tolerant, and sympathetic. He is beginning to enter into group activities and to volunteer his opinions, but socially he is shy and self-conscious.

After thoughtful consideration of his total development, we have decided that he should have another year in first grade, a year in which he can start with certain advantages of experience which should serve as a means of security and a sense of achievement.

Charles - an eight-year-old. There is every evidence that Charles has become a happier, better adjusted boy this year. While occasionally his facial expression or some mannerism reveals slight tension or frustration, he has greater self-confidence and there has been marked growth in ability to face disappointments, or his personal limitations without frustrations. He has accepted the fact that he cannot always have one's immediate attention. He still needs reassurance that he is liked and that what he prizes is of significance for those he likes and respects. He is increasingly able to put across ideas verbally. He enjoys active outdoor play and team games. He is an excellent baseball player and derives great satisfaction from his skilled performance in this area.

With reduction of tensions and frustrations, his scholastic progress has increased. In the areas of reading, spelling, and in number relationships, he had to start from the minimum learnings expected of the first grade child. Learning to read has been very difficult. He has pronounced disability in this area, and has great difficulty in differentiating between almost similar words such as "want" and "went". We have been giving him much individual help in word and sound element discrimination. He can now read independently first grade material. I have had him read alone with me throughout the entire year. His comprehension of what he reads is good. He enjoys and appreciates stories and informational material which are read to him.

Spelling mastery has been and continues to be a tedious process. Lack of word discrimination, coupled with limited oral perception, have proved handicaps. He has a good memory and can best learn words through writing them. He enjoys very much writing letters to family and friends. Through constant written practice of words, he has gained a limited spelling vocabulary.

Ability to see number relationships has increased steadily. Although he has not mastered all the facts taught in addition, subtraction, multiplication, and division, he has learned many of them, and his computation is improving rapidly. He has difficulty with problem solving. We have been working with him in this area.

His handwriting is well formed and neat. He has made a most satisfactory transfer from manuscript to cursive writing.

He has a good background of general information relating to nature and farm activities. His interest in our social studies work related to man's invention and use of tools has been very pronounced. When we took a trip through the boiler room to learn how our school was heated and lighted, he asked questions which revealed insight and intellectual curiosity. He likes to construct with tools, and helped make many of the stage properties for our play. He enjoyed experimenting with electricity.

Catherine - a nine-year-old. Catherine is a pleasant, cooperative member of the group. She is an able child and a willing worker. She gets along very well with her classmates, and participates in many of their activities. Her general attitude is rather serious, however, and she often seems preoccupied. She frequently chooses to spend her time in quiet conversation or on the sidelines as an onlooker. She likes adults and I have found her a delightful companion when she has stayed after school to help.

As I mentioned in our conference, again this year Catherine has not seemed up to par physically. She has been pale, listless and lacking in the energy one expects to find in a child. I realize that the difficulty with her teeth has contributed to this. Although there has been a slight change for the better during the past two months, I strongly urge getting her doctor's advice on her needs.

Catherine has done well in her work. I believe, however, that had she felt well, she would have made more persistent effort in the hard places, and her achievement would have been excellent. I think it is her general lack of well-being that has kept her from assuming the leadership that could be hers.

She reads well. She thoroughly enjoys stories and has become interested in poetry. Her comprehension is accurate and her speed is good. She can use reference material satisfactorily, but she shows little interest in it.

Her written work is neat, and attractively arranged. Her handwriting is excellent. She has a good knowledge of punctuation, the use of capitals, and spelling. She expresses her thoughts clearly and interestingly both orally and in writing. She has written a number of fine things but there hasn't been the drive to go beyond the ordinary.

She has seemed interested in our study of Delaware, current events, and our experiences in science. She has gained much from our trips, films, and discussions, and she has made many helpful contributions. However, she rarely shows the enthusiasm we hoped she'd acquire as an impetus to her own growth, and for the good of the group.

Her work in arithmetic is excellent. She reasons well, has a fine understanding of numbers, and a mastery of basic facts and processes. She has learned to multiply with a two-figure multiplier and to use a two-figure divisor.

Catherine enjoys experiences in art and music. She has a nice feeling for color. She sings well, and has been a member of the Troubadors. She was chosen for the city-wide chorus.

Richard - a ten-year-old. Richard is an honest, energetic, and interested young fellow. He is vitally interested in sports, and while he does not excel in any sport, he is the organizer or promotor of many playground activities. He recently was instrumental in organizing two baseball teams.

Richard has shown growth in his social development. He has recently shown an interest in helping some children with their reading. He is trying to be courteous in waiting for others to give their suggestions before he gives his. He is making a great effort to control his temper. Recently, he became very angry, but instead of punching or fighting with words, he left the room. When I questioned him about this he said he was out there "cooling off."

Richard does very satisfactory work in arithmetic. His reasoning and computation are accurate. He knows the fundamental operations, and solves accurately problems which use these processes. He understands the value of all the fractional parts, and adds, subtracts, and multiplies fractions accurately.

Richard's intellectual interest and love of reading give him an unusual fund of information which is of great value to all of us. While the books he reads when he is in search of information are of a fifth grade level or better, he seems to be perfectly content to read the "Freddy" books. However, with "Johnnie Tremaine" I hope he has started reading more mature books.

Richard has a good imagination, and uses it when he writes stories. His sentence structure, use of punctuation marks, and capital letters have improved. Recently, a story he wrote about spooks contained many questions, yet there were few errors. Although his spelling has improved, he is still careless when writing a story or making a report. He is beginning to use the pocket dictionary you got him.

Richard has a great deal of initiative, and when he is interested in obtaining information on any subject, he works diligently until he finds what he wants. He is very much at home in the library, knows where to find books on any subject, and how to use them to answer his questions. He was quite interested in the development of talking and writing, and read several books about it. He also read the biographies of Bell, Morse, and Field.

Supplementary Reports

In addition to conferences and narrative reports many supplementary reports may be used throughout the year. The following checklist reports to parents of kindergarteners their progress between formal reporting periods. Many kindergarten teachers and teachers of older groups develop interesting group reports and help keep parents informed.

Date ____________________

Dear Mr. and Mrs. ____________________

____________________ has been in kindergarten ____ days.

He has enjoyed learning:

_______ finger plays
_______ songs
_______ stories
_______ games

He has been learning to use:

_______ easel paint
_______ modeling clay
_______ paste and scissors
_______ crayons
_______ woodwork tools
_______ large building blocks
_______ rhythm band instruments

Have you noticed that:

He knows some new words.
He is trying to talk softly indoors.
He can "share" more easily.
He knows new things about the fall season.
He is more aware of the world around him.

He knows the way to:

The school office
The lavatory
The medical room
Miss B.'s room

He knows how to:

- Skip
- Count to ten
- Tie his shoes
- Cross the street
- Put on his own wraps
- Put on his galoshes

He is learning:

- The names of colors
- To know the numbers when he sees them
- Things that are "alike" and "different"
- The names of the days of the week
- Things that are "big" and "little"

He is learning to listen to music so he can:

- Jump
- March
- Walk
- Dance

Cordially,

____
Teacher's Name

A Group Progress Report to the Junior High School

Sometimes, for the purpose of assisting a future teacher in determining the skills and knowledge acquired by any group of children as a whole, a report such as this is valuable.

WILMINGTON PUBLIC SCHOOL "A"

To Seventh Grade Teachers:

The following information will help you in understanding the work of our Sixth Grade during 1954-55. The reports enclosed in the Cumulative Report Card will show the progress of the individual child.

Academic Characteristics

Social Studies

Skills that have been taught:

- Knows how to use an encyclopedia.
- Understands the value of a dictionary. How to divide words into syllables. How to find meanings of words. How to tell the parts of speech.
- Has learned how to read maps. Can read the key. Can measure scale of miles. Understands zones. Knows longitudes and latitudes. Has learned the names of the continents, possessions of the United States, and the names of the states.
- Can draw surface, political and physical maps of the United States.
- Knows how to look up reference material.
- Understands the value of class discussions.
- Understands problems of personal living at different ages, in different groups and in different situations.

Knowledge that has been acquired:

- Has learned the historical background of our country.
- Has studied historical facts beginning with the discovery of America to the present day.
- Knows the agricultural and industrial regions of the United States and why.
- Has learned the important mountains and rivers.
- Has studied the important crops and industries.
- Has studied the natural resources of the United States and its possessions (Alaska, Hawiian Islands, and Phillipines).

Arithmetic

Has learned the following arithmetical facts and how they apply to everyday life:

- Addition, subtraction, multiplication and division of fractions and decimals.
- How to solve problems.
- The measurements and their uses.

How to find an unknown number.
How to write Roman Numerals from 1 - 1000.
Uses of square inches, square feet and square yards.
How to think a problem through.
How to apply facts learned.

Language Arts

Spelling

Has learned:

How to divide words into syllables to learn to spell.
How to use dictionary to find meanings of words.

Usage and Grammar

Has learned the following skills:

The correct usage of words in sentences.
How to punctuate sentences with commas, apostrophes, periods, question marks, quotation marks, exclamation marks, and abbreviations.
The rules of capitalization.
How to write an interesting sentence and paragraph.
The correct form in writing a letter.
The importance of increasing his vocabulary.
How to form letters in writing.

Reading

Has learned how to recognize new words and understand them.
Reads with clear enunciation and pronounces words clearly.
Reads fluently with expression.
Knows how to read for information and to solve problems.
Understands how to use the index and table of contents.
Enjoys reading and dramatization of stories.
Likes to listen to favorite stories.
Has heard Heidi, Heidi Grows Up, Heidi's Children, Smoky, Hans Brinker, Robin Hood and Little Women read to him this year.

Art

Has learned how to draw and paint with crayons, chalk and tempera paints.

Has worked with clay.
Has learned how to express himself creatively in art.

Music

Has learned how to enjoy music.
Understands rhythms and harmony.

A Teacher Evaluates Her Group

The report which follows illustrates the many steps essential in a teacher's evaluation of her group's growth during a school year. The "taking stock" of needs and strengths, the careful and considered needs, the wise guidance of children, the continuous weighing of values over all are essential steps in successful evaluation.

When the year started with my ten-year-olds I found myself in possession of a group of noisy, incessant talkers. They meant no harm but felt it was perfectly all right to scream across the room at each other, to use a loud voice in ordinary conversation, to talk when others were talking, to have arguments with one another, many of which ended in tears, or to tell tales on one another. They became positively joyous when they got another person in trouble. This behavior followed them into the halls, the special classes, and on to the playground. Left unsupervised, these restless angels used fists and healthy lungs to see who was boss. Given some free time, several in the group were full of ideas for plays. They could be ready at a moment's notice to provide so-called entertainment for one-half hour or more. The plays amounted to nothing more than some silly chatter and slapstick comedy. When I suggested that they take a story and dramatize it, it was either too much work or the practice ended in disagreements, and at least three of the cast not speaking to each other.

As far as work was concerned, a large number of the group worked only when someone worked with them. Left to complete an assignment, or to work on a given project, they wasted time or bothered their neighbors. Work was not finished or carelessly done.

Some of the children were unable to read first grade material, and there were many reading second, third, and fourth grade material. One-fourth of the class was able to read difficult fourth grade material or better. A few were not sure of the addition facts, and could not subtract numbers which involved borrowing. To others, the multiplication combinations were a mystery. Many seemed to be unable to deal with anything in the abstract, while a group of eight found any arithmetic problem a challenge which was easily conquered.

There seemed to be a definite interest in the batteries, magnets, wire, and nails I placed on the table, and some enjoyed hammering.

There was an interest in the houses which were being built in the neighborhood, and in the workmen who were constructing them. One of the boy's parents was having a house built. He talked about reasons why the house would not be finished on time. There were problems of supplies and labor.

Defining Goals

Taking stock of the situation I saw the needs as follows:

To help each child develop a feeling of responsibility for his own actions as they affect himself and others.

To help each child realize most privileges and favors carry with them certain responsibilities.

To help each child cooperate better with one another.

To capitalize upon the children's interest in dramatic play.

To help each child develop good work habits.

To give each child opportunity to use batteries, wire, hammer, and other materials.

To have each child realize the various materials used in a house, where they came from, and the number of people involved in building a house today as compared with the number necessary in the early days of our country.

To give each child opportunity to write and help him improve his writing.

To give each child opportunity to use the multiplication combinations, and have practice in using all the fundamental operations.

To develop an interest in reading, and provide many opportunities for oral and silent reading, both for enjoyment and to get information.

To realize the way work is done today is very different from the way it was done in days past because of the creativeness of man.

To realize many of the conveniences we have today are the result of the work of many people.

To realize each person may be capable of creating new and better ways of doing things.

Organizing for Action

To meet the above needs, we first organized the group and elected the usual class officers. We then discussed the behavior problems we were having. It was noticeable when the children tattled that they talked at length about one another, but none ever mentioned his own faults. Various suggestions were made for overcoming these, and after several meetings there emerged a set of standards for the room, and a group of children who were in charge of hall and stair behavior. Not long after the monitors were appointed, there was a great deal of dissatisfaction. "He says I shouldn't do it, but he does it himself," was a frequent cry. Finally we learned the objections were due to the fact that the monitors had been appointed by the president, and the children wanted to elect them. An election followed and a new set of monitors found their places on the stairs and in the halls. Miraculously things improved, especially after those who did not take the monitors' suggestions were reported and asked to stay after school. When people came bearing tales and were told we would discuss it during the class meeting, the joy of getting someone in trouble was lost, and tales became less frequent. The elected monitors lasted quite a long time but finally I heard the joyous words, "We don't need the monitors. We'll take care of ourselves." Of course, everything isn't perfect. We still have troubles. There are those who like to taunt less fortunate individuals. There are those who have tempers which are ready to explode at a moment's notice.

We Learn Skills

Because I felt it important that many of the class had a real need for learning the multiplication and addition combinations, the group assumed responsibility for selling stamps and bonds. Besides group cooperation and a practical reason for arithmetic, this provided practice in oral and written language. The boys and girls prepared oral talks to be given before classrooms, wrote letters to the parents of the younger children, and wrote letters to teachers in order that both parents and teachers might become acquainted with our plan of operation. Each week we recorded the number of stamps sold to each room, the number of ten-cent stamps, twenty-five cent stamps, etc., which were sold, the amount of money received, and determined the number of stamps of each denomination which needed to be purchased. From the information received, we made graphs to show the stamp sale in each room. All this gave the children much practice in using the fundamental operations.

As we prepared for Halloween, we had an adventure in assuming responsibility for the game room. Here again arithmetic came into play as we measured for games, made guns, and drew figures to scale. The necessity for each game having its own "barker", plus the desire to do other things, gave an opportunity for shared responsibility.

We Select a Major Interest

Two children's interest in the new houses besides the fact that some children had visited the Oberly Brick Company led us into a study of the home. The plans and pictures of their own home required drawing to scale and measuring. It also gave each child an opportunity to write, draw, and tell about something he knew. The suggestion by Rodger that we make a house of our own allowed a bit of hammering, sawing, etc. The wiring of the house seemed quite simple, but was only successfully completed after we had the assistance of a father and had done a tremendous amount of reading. As we hammered, sawed, sewed, and wired the house and its furnishings, we were astounded at the long list of materials used in a modern home, and the people required to build a house to say nothing of the long distances materials had to be transported to convert them from raw materials to the finished product found in a home in Delaware. The children then talked about the kind of home in which their grandparents lived and told how it differed from their home. We then found books which told us about the early homes in America - the log home of the Pilgrims, the sod house of the Middle West, the southern planter's home, etc. We discussed the simpleness of the furnishings of the log house and how because of the high cost of transporting materials they were often limited to materials in their neighborhood.

The wiring of the house led us into a simple study of electricity, the magnet, the electromagnet, the complete circuit, series and parallel wiring. The perfect example of the electromagnet at work was the telegraph set. A few of the boys were intrigued with this and had valuable experiences while experimenting with aluminum and tin as conductors of electricity. They also learned the necessity for dividing such words as e lec tro mag net and con duc tor in order that they might read them.

The click of the telegraph, a child's gift of some play telephones, and the construction of a tin can telephone provided the needed incentive to drive us into a study of communication. Because of the abundance of reading material, films, etc., available on Morse, Bell, Franklin, Edison, newspapers, pony express, stage coach, telephone, and others, this was an era which would provide the reading and writing experiences which were so necessary. The construction of planes, trains, making a movie, etc., would allow for the manual arts; and the study of time tables, cost of telegrams, fares, etc., gave an opportunity for arithmetic. With trips to the telephone company, telegraph company, News Journal Company, Pennsylvania Railroad Ticket Office, the post office, we were off on our project. These trips, the need for committee work, etc., all provided excellent opportunity for developing responsibility and cooperative attitudes. The dramatization of a story which was written about the time of the Pony Express was excellent motivation for reading and provided an outlet for dramatic play. Science experiments with both sound and air were important parts of the study of the telephone, radio, television, and airplane. The reading of the material on all these subjects gave practice in reading for information.

When we planned our party for our parents, children who had shown no interest before now bubbled with enthusiasm as they found the number of slices of bread in a loaf, or the number of spoonfuls of coffee in a jar. Some of the newly interested children were leaders of the committee which bought food at the store. As we made sandwiches and got ready for the party, jobs were shared and each member of the group met his responsibility well.

We Get Ready for Camp

With the arrival of spring, the usual snakes, turtles, etc., found their way into the classroom; and before long frog's eggs were developing into tadpoles and frogs, and cocoons opened to display their contents. Now was the time to start preparing for our trip to Camp Mattahoon. We searched the library for books on brook life, trees, flowers, etc. Then we read to learn how certain flowers and wildlife adapt themselves to their surroundings. When we planned the activities at camp it was clear the children were interested in nature. Some of the activities mentioned most after we returned from camp were their hikes, fishing in the pond, and the nature treasure hunt. The stay at Camp Mattahoon was successful in many ways:

The children who were cabin leaders took their responsibility well.
The children who had chosen the leader they wanted were most cooperative.
Kitchen and cabin duties were accepted and performed carefully.
Children who had not been away from home before overcame homesickness.
Every child seemed to realize the privilege they had been accorded in being allowed to use the Boys'Club Camp and they behaved accordingly.
The children learned to identify many trees and flowers, and noticed the way trees nd flowers discharged their seed for propagation.

As the year progressed over half the children learned the following skills:

Arithmetic: They could add, subtract, multiply and divide whole numbers, and add, subtract, and multiply fractions. They were able to use fraction equivalents. They could make graphs and read them. They could solve problems involving measurements, and knew how to find the perimeter.

English: They could write a friendly letter correctly. They wrote in sentences and used a comma correctly. They wrote legibly and knew the use of quotation marks.

Social Studies: They could use an index or table of contents to see if a book contained the information they wanted. They were able to use an encyclopedia to obtain information on the subject. Many learned to find the main idea of a paragraph, and summarize the information in the paragraph in their own words.

Reading: Some began to read for pleasure. Many learned how to attack new words by dividing them into syllables, to know the sounds of the consonants and vowels, and how to use the information. They did much reading for others and read to obtain information on a given topic.

Opportunities for creativity took the form of snow poems, Christmas poems, poems about camp. Dramatization of one form or another seemed to be always present. In some cases the character parts were read while in other cases the children memorized their parts. The dramatization of stories was a good motivation for reading. Some of the dramatizations were purely imaginary and were based on news events such as the Coronation.

Some interpretive dancing followed the playing of records.

Planning for Next Steps

Early in the year the children were noisy and inclined to quarrel with one another. When I left the room, it was the signal for erasers to be thrown, for children to yell, and for everybody to behave in a disorderly manner. As the year progressed, there was less and less of this until at the end of the year the opening exercises were held and a discussion of the interesting happenings would be in progress if I had business out of the room and did not reenter the room until after nine o'clock.

Children Demanding Special Attention in Future Planning

Insecure, unhappy, in need of affection:
Jane L. Mary A. Phyllis M. Tom T.

Strong feeling of her own importance
Beatrice C

Shy, quiet, nervous
Betty D Ann F.

Nervous, stubborn, must be reasoned with
Bill G.

Insecure, unhappy, inclined toward light fingeredness
Catherine P.

At odds with the world in general, not given fair chance at home
James H .

Easy going personalities but not workers
Fred T. Harry L. Larry T. Dick S.
Joe M. William O. David W.

Evaluation of the Total School Program

Who Does the Evaluating?

Evaluation takes place every time a person or a group of people tries to determine the extent to which specific goals have been met. A teacher alone can do it, or a teacher and her class, two or more teachers working together, several teachers and a principal, a child alone, a group of children, a parent and teacher, or anyone interested in the school may evaluate part or all of the school's program. In fact, any one or any combination of the above evaluate every time they compare what the school is doing against its goals.

How Is the Evaluating Done?

How the evaluation is done depends upon who is doing it and why. But one certainly must know the goals of the school before one can evaluate. The goals must be recognized and accepted through the cooperative effort of all those concerned with the development of the children in the school.

One school, after considerable study of That We May Grow and other material on the subject formed a committee to set up the goals. The committee, after more study and assistance from a consultant, set up the goals for the school. These were then discussed by all the faculty members and suggestions were given to the committee. The committee incorporated the suggestions and presented the goals to the faculty for adoption.

The following goals were considered:

Are we developing individuals:

Who practice self-direction?
Who cooperate well?
Who are observant and curious?
Who assume responsibility?
Who do critical and constructive thinking?
Who use the scientific method in solving problems?
Who are able to communicate their ideas to others, and to comprehend the written ideas of others?
Who have skill in the use of numbers?
Who respect authority and property?

Do we have classrooms:

- Where children are having a variety of experiences based upon their needs and abilities?
- Where children and teachers are working together to solve problems in a democratic manner?
- Where children and teachers cooperatively select areas for study which are based upon the previous experiences of children?
- Where children have the experiences necessary to build a better and deeper understanding of the world's people?

Once the goals are set up, there should be continuous evaluation and planning.

At some time during the school year all the goals should be studied for the purpose of determining the areas in which there had been success, and those where more emphasis was needed. In one school, early in the year the faculty met to evaluate its goals. The teachers felt their goals were not being met on the playground, in the cafeteria, in the halls when children arrived at school at an early hour, and on the street at dismissal time. They also felt there was need for improvement in the skill of communication. As a result of this study, committees in all these areas were formed. During the school year the committees worked to determine ways in which the goals in these specific areas could be met. Their suggestions were later presented to the faculty for consideration and finally accepted.

The yearly summary written at the close of the school year provides an excellent means of evaluation for the teacher of a class and should be of great assistance to the teacher who receives the class and wants to know strengths and weaknesses of the children, as well as the needs.

Again, a teacher aware of the school's goals should feel free to discuss the progress of her class with her principal, supervisor, or another teacher, consider the growth of the children, and plan to find acceptable methods of reaching the goals that are set.

When Does the Evaluation Take Place?

Evaluation takes place any time a person or a group of people say, "Have we succeeded in reaching the goals we have set up for the school?" A teacher comments, "Was I really concerned with good living for my children today, or with trying to have Peter learn the multiplication combinations? I am sure, as a result of our struggle, he probably hates arithmetic, and I'm not sure he knows the multiplication combinations." She is then evaluating. When a member of the class says,

"' think that if the Leaders' Council would tell each class to appoint a host or hostess who will see that each table is clean before the group leaves the table, our cafeteria would be a better place," evaluation of the school program is taking place. Whenever a teacher goes to the principal or a principal goes to a teacher with a problem, and they try to solve it in light of their goals, evaluation is taking place. More formally, there may be much evaluation of the school's program to see how goals may be better realized during the preschool workshop, at faculty meetings, and at committee meetings.

The Testing Program

Group Testing

Group intelligence and achievement tests aid teachers in understanding and planning for individual children and groups of children. A score on a group test is not necessarily a true measure of a child's intelligence or achievement but it is valuable when considered along with all the information available on cumulative records. When there is a wide scatter on sub-tests or when the scores do not agree with teachers' estimates of the child's ability or achievement, additional study of the child is necessary. In many of these cases, teachers may wish to refer the child to the Department of Child Development and Guidance for individual testing.

Group intelligence tests are administered to all pupils in grades 3 and 6. Achievement tests in reading, language, arithmetic, and possibly social studies, and work study skills are given early in the school year to all children in grades 4 and 6. Information received from the tests is interpreted in light of information from the cumulative records for diagnostic and survey purposes. In grade 6, achievement tests are given again in May to aid the teachers in making recommendations to the junior high schools.

When a teacher wishes to use standardized tests with a selected group of children, arrangements can be made with the principal for such testing at any time. A teacher, under the direction of the principal, in a special case might wish to test a group more than once during a year or she might wish to test only some of the children in a particular subject, such as reading.

Standardized tests used for the city-wide testing program are selected by a committee of teachers. A number of tests, known to be reliable and valid, are administered to the same groups of children attending different schools in the city. The examiners evaluate the tests on the basis of ease of administration and scoring, information available from the tests, and the children's comments on the tests. The Test Selection Committee then analyzes the findings and recommends the test to be used.

A person experienced in testing should administer all group tests according to the directions given in the manual. It is important that the examiner be thoroughly familiar with the test to be used and that he follow good testing procedure of selecting a good morning, establishing rapport with the children, providing rest periods, and absolutely adhering to the test directions.

After the tests have been administered and scored, teachers and principals meet to evaluate the results, make individual profiles, and plan to use the results for diagnostic and remedial purposes. As a result of the analysis of group test results, some children will be found who need further study. These children are referred to the Child Development and Guidance Department for individual psychological study.

Individual Testing

Children who appear to be intellectually retarded or gifted, retarded in the skill subjects, particularly reading, children who are emotionally disturbed, or children with behavior problems, are referred for individual study by the teachers through the school principals. Forms requesting this help are in the principal's office in each school. These forms, filled out by the teacher and approved by the principal, include a statement of the problem and background information from the cumulative records, health records, and teachers' observations. A psychologist administers individual psychological, achievement, and personality tests, and makes quantitative and qualitative observations on the child's performance. The teacher and frequently the principal go over the results of the individual testing with the psychologist and cooperatively arrive at practical recommendations which the teacher can use in the classroom. Other school specialists, the nurses, speech and hearing teachers, and teachers of art, music, physical education, may help in arriving at recommendations. In many cases the psychologist or social worker with the parent plan for home help to be carried out by the parent. To really help a child, all persons living and working with the child should be involved in the re-orientation or re-education if the program is to be really effective.

In some cases, it may be necessary to use the help of public agencies, Mental Hygiene Clinic, Governor Bacon Health Center, community organizations such as the Boys' Club, welfare agencies, private agencies such as the Child Guidance Center, church youth organizations, and others. Contacts between the school and agencies are made through the visiting teacher or the social worker. Private physicians and the hospital are occasionally a part of the team working with a particular child.

Promotional Policy in the Wilmington Elementary Schools

We have a system of annual promotion in our elementary schools. Ordinarily children make regular progress through the school. When we recognize that a grade in school does not represent the same definable level of achievement for all children, we will not have the conflicts which make the proper administration of this policy so difficult. Mentally retarded or emotionally disturbed children do not make regular progress through the grades. There are a few children who, despite the efforts of teachers to recognize individual differences and to adjust the curriculum to fit these differences in ability and personality, do not advance in learning as expected. When it is the combined judgment of the teachers, principal, parent, and psychologist that these children can best be served by repeating a grade, or having an extra year in the elementary school, they are retarded. On the same basis, sometimes unusually gifted children are advanced a grade if, and when, such acceleration seems to provide a more appropriate learning environment. When this policy is not thoroughly understood by all members of the school system, and when teachers do not accept the responsibility of adjusting the curriculum to the varying abilities of children, the successful administration of this policy breaks down. The idea that non-promotion will increase the homogeneity of class groups (and thus make teaching easier or more effective) is not supported by the evidence from research. What is necessary is understanding on the part of every teacher of the principles of child growth and development as a guide to curriculum building; a reduction of oversized classes; and a greater variety of materials and equipment for teachers to use in meeting individual differences.

Responsibility of Elementary Schools for Collection, and Summary of Information about Sixth Grade Children Entering Junior High Schools

It is the responsibility of elementary school principals to have the following kinds of information available for junior high school principals:

Cumulative Record Cards

1. A written description of each child's growth in social, physical, and emotional aspects of personality for each year from kindergarten through sixth grade.

2. A written description of each child's yearly progress in scholastic achievement which will include reading, writing, arithmetic, social studies, science, music, and art.

3. A record of each child's scholastic achievement as measured by a battery of standardized tests at least twice during the child's progress through the elementary schools.

4. In every case where a child's scholastic achievement falls below that level normally expected of sixth grade children there is evidence to show what the elementary school has done to diagnose and remedy the learning environment for each child.

Promotion of Sixth Grade Children to Junior High School

All children entering our first grades must be six years old on or before January 1. In general the progress of such children is continuous, which means that most children will be twelve and thirteen years of age upon completion of the sixth grade. Continuous progress does not mean elimination of standards. We believe that elementary school children are held strictly to many standards - standards of accomplishment that are estimated for each child in terms of his potentialities. Rather than a single standard which in the traditional type school was fixed at a so-called "average level", we try to equalize educational opportunity so that all children may profit according to ability, from their school experience. It is recognized that some children learn better and faster than others. These are expected to achieve a higher standard than other less gifted intellectually. It is important to realize that equalization of educational opportunity does not necessarily change the objectives of the school, nor the general results achieved by all children. They enter school with differences. Upon leaving elementary schools these same factors will have been the cause for greater differences in degree of achievement.

In general, children completing sixth grade or the seventh year in the elementary schools will be promoted to seventh grade in the junior high schools. It is expected that the junior high school will continue to guide variation in children's achievement to its most wholesome development by making provision for the individual differences always to be found in every group.

Need for Improved Understanding Between Sixth and Seventh Grade Teachers

Until sixth and seventh grade teachers can arrive at a common understanding of their mutual jobs and problems the problems of articulation will not be solved. It is suggested therefore that a first step in clearing up difficulties arising from misunderstandings be the arrangement of meetings to bring sixth and seventh grade teachers together for a common consideration of their respective work. The first of these could be a city-wide meeting, followed by several smaller meetings, at which the sixth grade teachers of all the elementary schools feeding into a particular junior high school would come together for study and discussion with the seventh grade teachers of the junior high school.

SUPPLEMENTARY BULLETINS

For staff members wanting specific help in various curriculum areas, the following supplementary bulletins should be used:

- GOOD DAYS IN SCHOOL
- WE USE ARITHMETIC
- ART IN DAILY LIVING
- DISCOVERY THROUGH SCIENCE
- KINDERGARTEN HANDBOOK
- USING LANGUAGE
- OPENING DOORS - A SOCIAL STUDIES BULLETIN
- WE BUILD HEALTH
- MUSICAL EXPERIENCES IN THE ELEMENTARY SCHOOL
- YOUR GUIDE TO DELAWARE

In preparation are bulletins on the curriculum for exceptional children.